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ABSTRACT

The Rhode Island Experience-Based Career Education (EBCE) project served high school juniors and seniors in seven communities by offering career exploration activities, career counseling, and academic instruction. (The academic component was not implemented in all participating schools.) The project sought to increase the career maturity, career knowledge, learning attitudes, and self concepts of EBCE participants. It also sought to increase or maintain the basic skill levels of EBCE participants. An institutional cycle design was adopted for evaluation making it possible for longitudinal analyses. The evaluation design included data collection of student achievement/change, project staff perceptions, and employer perceptions. The following instruments were used: Comprehensive Test of Basic Skills; Career Maturity Inventory; Student Attitude Survey; Self Directed Interest Inventory; and surveys to collect perceptual data from students, school staff, and employers. Test results indicated that EBCE students tended to show gains (some significant, some not) in all test areas and that academic achievement was not hindered by EBCE participation. Staff, students, and employers rated career exploration as the strongest component. Students perceived the career counseling component as helpful in sharing ideas and experiences. Overall, all participants were satisfied with the program. The project staff was successful in providing learning experiences, combining resources, placing students at job sites, recruiting employers, forming an advisory board, and devising a plan for eventual assimilation of EBCE into Rhode Island school systems at minimal cost. (BM)

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ED164833

# Final Evaluation Report

# of the

# Experience-Based Career Education

# Project for the

# R.I. Department of Education

August, 1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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# INTRODUCTION

The purpose of this final evaluation report is to report and discuss the activites and accomplishments of the Experience-Based Career Education Project (EBCE) managed by the Rhode Island Department of Education-Bureau of Vocational-Technical Education. This project is funded by the U.S. Office of Education, through monies made available by the Vocational Education Act.

The activities reported herein will be only those which occurred since submission of the Interim Evaluation Report in January, 1978. Consequently, the reader is directed to use this document in conjunction with the Interim Evaluation Report to gain a total understanding of FY78 project operations.

The accomplishments reported herein refer to those end of year accomplishment which would be evidenced by a pre/post or post only analysis of data collected by project staff. These data were collected by means of formal standardized instruments, informal interviews, classroom observations and mail/hand-out surveys.

## POPULATION AND PROGRAM

The Experience-Based Career Education (EBCE) project operated by the R. I. Department of Education (RIDE) serves high school juniors and seniors in seven communities (Central Falls, Cranston, Cumberland, Foster-Glocester, Lincoln, North Smithfield and Scituate). These communities are divided into two areas each servicing four high schools (Cranston has two high schools) and one area vocational technical facility. Each area - Cranston Area and Blackstone Valley Area - has a separate staff to maintain operations. Each staff consists of an Area Coordinator and a Curriculum Developer. In addition to these are secretarial support as assigned by the sponsoring school but funded through the project. Each of the participating schools has a school coordinator assigned and paid on a part-time basis. This person was, in most cases, a school guidance counselor assigned to the EBCE project. In addition, each of these school coordinators have assigned to them a guidance intern. This person is a student in the Guidance and Counseling program at Rhode Island College. The internship is designed to give these people both guidance and counseling experience and also acquaint them with career development constructs. Since the project was managed by the RIDE, there was a state consultant assigned to oversee all project operations. For a further discussion of the management and administration of EBCE-RIDE the reader is directed to the Interim Evaluation Report.

Students were selected into the project on an application basis. Project staff conducted extensive recruitment campaigns during the spring of the previous school year. These campaings were targeted

at tenth and eleventh graders who would be the eleventh and twelfth graders in the next school year. The recruitment was conducted through addresses "en masse" to student bodies, and through small group and individual methods. Applications were then submitted to be screened by project staff. Once accepted, students were directed to elect EBCE as a regular course in their schedule for the coming year.

Components

The project is centered around three components - Exploration, Career Counseling and Academics. While the latter two were built into the student's regular in-school schedule, the first required release time from school activities. Depending on the school, this released time period occurred for a full day every two weeks or every week, or twice a week for half a day. The Career Counseling and Academic components occurred on a daily basis (depending on the school) with EBCE students only being scheduled into these classes during these meeting times.

The *Career Counseling Component* offered the students the opportunity to investigate two functions. First, they learned certain job related skills. Included herein are job search, job maintenance, career decision making, and self awareness skills, to mention a few. Second, students could discuss the experiences they had and learning that had taken place at the job site. This latter component is particularly valuable in that it allows all students to learn something about other jobs/careers that they may not get the opportunity to experience.

The *Academic Component* exists in some schools and not in others.

Where it exists it is a separate class for EBCE students where either English,math or both are covered in a "career" context. In this way, instructors are able to directly relate academic constructs to work experiences and career needs. The project has had its least success in implementing this component in the participating schools. Instructors have been wary of adopting any new techniques or methodologies dealing with the teaching of academic skills. Consequently, this component was made optional to the participating schools and staff.

The *Career Exploration Component* has been the strong and focal point of the EBCE project. Through this component students have been placed in a variety of industrial and commercial job site locations throughout the state. These placements were planned and documented prior to a student's first visit. The experiences have been designed by the project staff and the employer to assure that the student receives an experience which fulfills the goals of the school and the employer.

The job site experience is further divided into two types. First, there is *Exploration* which is where a student who is unsure of a career path begins. For the most part, all students entering EBCE begin in Exploration. It is during this phase that the overall review of jobs and careers in a number of sites within a cluster (or in other clusters) can be experienced. The purpose here is to give the student a chance to see exactly what the work world is like in a variety of areas.

Second, there is *Specialization* which is designed for students who have made a definite or tentative career choice. This phase allows

students to concentrate on one career area and/or job so that they can acquire the proper knowledge and skills to pursue their choice as a career upon graduation.

At the close of this project year, there were 49 EBCE students at the specialization step. These students were at job sites representing the nine cluster areas and a range of occupations within the clusters.

Population

At the close of this school year there were 87 students enrolled in the Cranston Area and 151 enrolled in the Blackstone Valley Area. This represents a total project, end-of-year enrollment of 238 students. This total includes students who were enrolled from last year (i.e.FY77), the beginning of this year (i.e. FY78) and since January, 1978. Both juniors and seniors enrolled during the FY78 project but only seniors were carried over from FY77.

The project made extensive efforts to recruit students in an open manner without bias as to their sex. Enrollment records show that of the 238 students enrolled at the close of the project year, approximately 40% were female and 60% were male. The distribution of male and female students among the nine occupational clusters were proportionate to the male/female enrollment ratio. This was realized since project staff encouraged both female and male students to explore non-traditional occupations.

The students come from locales which range from being socio-economically depressed inner cities to affluent suburban communities. However, the students electing EBCE, are representative of the full

range of students in their sending schools. This representation holds true for both socioeconomic status and educational ability. This is a particularly important point since there was some speculation by local personnel at the outset that EBCE would be populated by only "problem" students or students wishing to "escape" from the classroom environment.

The project this year made an effort to extend EBCE enrollment opportunities to students attending the two area vocational-technical facilities servicing the seven school districts involved. This proved to be a rewarding experience both from the standpoint of the project and these students. The project benefited in that it had students enrolled whose orientation was toward the work world from the outset. Going hand-in-hand with this orientation is the fact that certain career clarification, decision making or job search skills need not be covered. This, of course, is not to imply that at the area facility students were at this point but only that they were at a point in their career preparation which was somewhat more narrow than that of students from the high schools.

As of project end, there were a total of 37 EBCE students from the area facilities. This number includes 22 students from the Cranston Vocational-Technical Facility's *Distributive Education, Child Care and Natural Resources* programs. Also included in this total are 15 students from the Davies Vocational-Technical Facility's *Commercial Art, Graphic Art, Auto Mechanics, Auto Body, Horticulture and Data Processing* programs.

Job Sites

As mentioned earlier, the project revolves around the career exploration component. In order that this component function adequately, a sizeable group of employers needed to be recruited and their sites developed into career education experiences. A review of project records indicates that a total of 260 employers were used and 326 were developed during the FY78 project year. To explain this statement, certain sites may have been recruited and developed but never used. This occurred as a result of no students indicating an interest in exploring the careers offered at a particular site. Consequently, a number of employers were put in a "holding pattern", so to speak, for the project year.

## EVALUATION DESIGN

The EBCE-RIDE project has experienced a good deal of growth, strengthening and change over this past project year. Most of the changes were programmatic in nature and, consequently, did not affect the evaluation design. However, there was one change which did have a major impact on the evaluation. Early in the project year a decision was made to eliminate the control group against which the cognitive and affective gains of project students would be measured. This decision was based on the experiences the project staff and evaluators had with obtaining and testing the control group students in the previous project year. To continue to collect data that would allow the project to draw some conclusions as to the short and long term effectiveness of the project, an institutional cycle design

was adopted. This design make it possible for longitudinal analyses to be performed so that student gain could be tracked over several years. This design governs the collection of data on student achievement/change, project staff perceptions and employer perceptions. The model which governs the evaluation of the project will be of the objective attainment type. In other words, the criteria outlining the success or failure of the project have been delineated in each of the projects four objectives. For a further discussion of this design, the reader is directed to review the Interim Evaluation Report.

The following section will discuss the data collection and analysis procedures used this year.

INSTRUMENTATION AND DATA COLLECTION

In order to collect cognitive gain data from students in the project, the Comprehensive Test of Basis Skills (CTBS) was administered. This instrument contains ten subscales which measure various constructs dealing with English and Mathematics. It was decided that for this project's purposes only three of the subscales would be tested and analyzed. These subscales were *Reading Comprehension*, *Math Concepts*, and *Math Application*. The collection of pre and posttest data was handled differently for seniors and juniors. Senior pretest data were collected in the Spring, 1977, when the seniors were juniors in the project. The same instruments have been used over the two years of project operations. Junior pretest data were collected in the Fall, 1977, when these students enrolled in EBCE. Posttest data for both groups were collected in the Spring, 1978.

In order to collect affective student gain data, several instruments were identified and administered. The Career Maturity Inventory (CMI) is comprised of two components, *Competence Test* and *Attitude Scale*. However, only the Competence Test was adopted by the project staff. The Competence Test consists of five subscales. In collecting data, the project was interested in only two of these subscales -- *Knowing About Jobs* and *Looking Ahead*. These data were collected on a pre/post basis in the same manner that the CTBS data was collected.

Another measure of affective growth was the Student Attitute Survey (SAS). This survey was developed by Research for Better Schools (RBS) who were the originators of the EBCE model adopted and implemented by the RIDE. The SAS is composed of ten subscales, each of which measures specific attitues. These subscales identify a student's attitude toward: *Education in General, School Curriculum, School Resources, School Counseling, Learning Environment, Career Knowledge, Career Planning, Career Maturity, Self and Others*. These data were collected on a pre/post basis in a similar manner to the two aforementioned instruments.

A third measure of affective growth was the Self Directed Interest Inventory (SDII). This is an instrument which for all intents and purposes is the Self Directed Search (SDS) with a few modifications. The SDS and SDII are designed to compile a student's Like/Dislike or Yes/No responses to items under such categories as *Activities, Competencies* and *Occupations* and identifying them as characteristics of certain job clusters. These clusters are made up of jobs/occupations which are considered to be either: *Realistic, Investigative, Artistic, Social, Enterprising,* or *Conventional*. Using a pre-designed formula,

the instrument(s) arrives at a summary code for a student which identifies the career areas which he/she may wish to explore. The SDS is designed in such a way that students respond to the items, arrive at the summary code and identify the occupations by themselves as a learning experience. The SDII has students only completing the items and the scoring is performed for them. These data were collected on a pre only basis and in a similar fashion to the above three instruments.

As another affective measure, two surveys were developed so as to collect perceptual and informational data from several populations. A Student Opinion Survey (Appendix A) and a Resource Opinion Survey (Appendix B) were developed and distributed on a post only basis during May, 1978. The student survey was distributed to and collected from the EBCE students through the EBCE school coordinators. The resource survey was mailed directly to the employees and returned directly by mail to the evaluator. Both of these surveys collected people's perceptions on certain components and operations of the EBCE project.

To supplement these data on site interviews/observations were conducted with job site personnel and students. The purpose of these visits was to obtain information which related directly to the operation of and experiences at the job site. Another reason for such a collection of data was to speak with students in an atmosphere/environment other than that of the school. To assist in the collection of these data, a Record of Observations (Appendix C) was developed and used.

Interviews were also conducted with a number of students at

each of the sending schools and each of the school coordinators. These interviews were held in the Spring, 1977, so as to obtain end-of-year information. Separate interview schedules were developed and used for the EBCE student interviews (Appendix D) and the EBCE school coordinator interviews (Appendix E).

A survey (Appendix F) was developed and distributed to teachers from the sending high schools who enrolled and participated in the graduate course EBCE held during FY78. These courses were designed to impart the basics of and how to implement an EBCE project into a school system. Emphasis was on but not limited to the EBCE model developed by RBS and adopted by the RIDE.

Observations of EBCE Academic and Counseling sessions were conducted by the evaluator. An observation schedule (Appendix G) was devised to assist in collecting this information.

Last, exit interviews were held separately with the two area supervisors and their respective staffs. The purpose to these sessions was to collect reflective data on the year's accomplishments, problems, priorities, etc., and to discuss projected activities for FY79.

SAMPLING

The sample of students selected to participate in the EBCE activities at each participating high school was not determined by the project staff or evaluator. The participants self selected themselves into the project. However, there was control over the number of students who could be enrolled at each high school and, of course, the school coordinators and/or project staff had final veto power

over any applicant. According to the project proposal there were to be a total of 300 students enrolled in EBCE during the second year of operation. There was an end-of-year total enrollment of 163 students which is a little over half of the projected number. There exists no single explanation for this shortfall. When students who dropped out of the project during the year are also taken into account, the enrollment then climbs to approximately 200 students.

Since the provision for a control or comparison group of students was removed at the outset of this project year, the criterion against which project students' gains can be compared will be pre/post gains and relative standing as to national norms. All EBCE students were included in the population tested with both the standardized instruments and surveys. Likewise all job site coordinators were surveyed with the opinion survey. Only a representative sample (not randomly selected) of students were interviewed and observed at the job site. All school coordinators were included in the interviews.

## EVALUATION MODEL

The evaluation model adopted for EBCE-RIDE is based on an objective-attainment premise. This project has identified five product objectives which were the focus of data collection efforts. Each of these objectives identify unique constructs and consequently use certain of the instruments or methodologies to collect data. All of the objectives have their data collected on a pre (Spring, 1977, or Fall, 1977) basis and a post (Spring, 1978) basis. However, the opinion surveys and interviews were performed on a post-only basis. This model was viewed as the most appropriate in light of the

constraints imposed by time, dollars, students, information needs of the project.

## STATISTICAL ANALYSES

The analyses to be performed on data collected for the EBCE-RIDE evaluation will vary depending on the type of data collected by an instrument and the frequency with which it was collected. The following section will deal separately with each of the above identified data sources separately in describing how each will be analyzed and reported.

### *COMPREHENSIVE TEST OF BASIC SKILLS*

The CTBS was administered to all EBCE students in each of the participating high schools. This was performed on a pre and post basis. The design originally called for the senior pre-data to have been collected in the Spring, 1977, and junior pre-data to have been collected in the Fall, 1977. The evaluator obtained a copy of the data sets provided by RBS to the FY77 project evaluators. CTBS scores were not included in these data. Consequently, pre/post gain analyses will be performed on junior scores alone. Senior post-only scores will be compared with national norms to assess relative standing.

In order to determine the statistical significance of junior student growth from pre to post a dependent t-test will be used. The t-test is a method of testing whether a difference in two means is significantly different at a selected probability level. In a dependent t-test the pre test scores of one student are compared with

his/her posttest scores. These comparisons are compiled over a group of such "matched" students so that the overall measure of student growth can be determined.

The results of this test will be reported in tabular form with supporting narrative which will discuss the findings.

### *CAREER MATURITY INVENTORY*

The CMI has been administered to all project students. This instrument was given on a pre basis to seniors in the Spring, 1977, and to juniors in the Fall, 1977. Both groups were posttested in the Spring, 1978.

In order to determine the statistical significance of student growth from pre to post, a dependent t-test will be performed. The discussion of the t-test in the aforementioned analysis holds true for this analysis as well.

The results of this instrument will be displayed in tables and supporting narrative will review the findings.

### *STUDENT ATTITUDE SURVEY*

The SAS was administered to all EBCE students on a pre and post basis. However, the form in which the pre scores for seniors was submitted by RBS was in subscale means rather than raw scores. Consequently, the analysis to be performed for seniors will differ from that to be performed for juniors.

In order to determine if EBCE students have made statistically significant gains on these constructs from pre to posttesting, a

Wilcoxon Matched-Pairs Signed Ranks Test will be employed. This test is useful in a case of two related samples (in this project, each student was matched pre to post), where what is being questioned is whether the sets of scores are, in fact, distributed differently. The Wilcoxon is the non-parametric analogue to the parametric t-test. Due to the type of data dealt with here (i.e. Likert type scale), it would be inappropriate to use a parametric statistic. The reason for this is the evaluator feels that a truly interval scale is not reflected by a Likert scale. Quite simply, the growth a student experiences between Strongly Disagree and Disagree may not necessarily be equivalent to the growth experienced between Disagree and Not Sure. Therefore the evaluator wished to avoid the assumptions necessary to conduct a parametric analysis of the data. Given the fact that the Wilcoxon test is 95% efficient, if all conditions for a parametric analysis are satisfied, there would be little to gain by making the assumptions for the t-test. Consequently, the more conservative non-parametric statistic will be employed. The Wilcoxon takes into consideration both the relative magnitude and the direction of a difference between two matched pairs of data. It is these differences in a ranking fashion which are used in the analysis to determine if the overall gains are statistically significant.

These data will be reported in tables with supporting narrative explaining the findings.

## *SELF DIRECTED INTEREST INVENTORY*

The SDII was administered on a pre only basis to project juniors. The reason for not administering this instrument on a post basis was that the type of data collected and the original intent of the instrument yields data inappropriate for gain analysis. The instrument is designed to be a learning experience where students learn how their opinions, attitudes and competencies have bearing on career possibilities.

The analysis that was performed on the data was to compare the occupations at the outset which students identified an interest in (prior to completing the instrument) with occupations identified as being the most appropriate for them to explore given the responses. To perform this comparison the occupations identified at the outset were translated into three letter codes that are available in the *Occupation Finder* which accompanies the instrument. These three letter coded occupations were compared with the three letter summary code which results from completion of the SDII. The comparison was performed by means of a Chi Square test of significance. The Chi Square ($x^2$) test compares proportions actually observed in a study with proportions expected, to see if they are significantly different. It can also be used to compare frequencies occurring in different categories, so that the $x^2$ is comparing groups with respect to the frequency of occurrence of different events. In this case, we are questioning whether students who identify occupations at the outset (with specific codes) that match the codes identified at the completion of this instrument are of a sufficient number to be significant.

The results of this analysis will be displayed in tabular form and further elaborated by accompanying narrative.

## *RESOURCE TEACHER AND STUDENT OPINION SURVEYS*

The evaluator developed three surveys to collect perceptual data from the different populations that the EBCE project touches. They are the Resource Opinion Survey (ROS) was developed for and distributed to job site employers who were responsible for the direct supervision of project students. The Graduate Course Opinion Survey (GCOS) was developed for and distributed to teachers who participated in this in-service training. The Student Opinion Survey (SOS) was designed to collect perceptions from project students. These three surveys included items requiring both set and open-ended responses. The set responses will be analyzed in terms of the frequency of responses while the open-end responses will be collapsed and summarized into narrative.

Since each of these surveys was administered on a post only basis (the ROS and GCOS delivered and returned by mail and the SOS delivered and retrieved by project staff), no pre/post but post only analyses can be made. The results of these analyses will be reported in tables with supporting narrative explaining the findings.

## *OBSERVATIONS AND INTERVIEWS*

The job site observations, student interviews, school coordinator interviews, class observations and project staff interviews were all performed on a post only basis. Each had a separate interview/ observation schedule that was used to document the data collected. The results from these visits will be collapsed, item-by-item, and summarized. This summary data will be included in the body of the report as additional evidence for certain of the objectives.

## OBJECTIVES AND RESULTS

The proposal for the Experience-Based Career Education project operated by the Rhode Island Department of Education/Bureau of Vocational Education contained five product objectives which were to be realized by the close of the project year. Each of the objectives dealt with a unique affective or cognitive student outcome. For this reason, each of the objectives will be discussed separately below. There will also be a discussion of project operations and activities as perceived by the populations affected by the project.

*OBJECTIVE #1: Career maturity within the experimental group will increase significantly.*

The Career Maturity Inventory (CMI) was used as the data source for this objective. This year the CMI was administered on a pre/post basis to juniors and on a post only basis to seniors. Senior pre data was obtained from testing which occurred in the Spring, 1977 and scored by RBS. The scores for all students were matched pre to post by student and separated by area and grade.

In order to determine if the gains realized by EBCE students from pre to post testing were statistically significant, a dependent t-test was performed on the CMI scores. Tables 1 and 2 display the results of this analysis for juniors and seniors on two subscales of the CMI - *Knowing About Jobs* and *Looking Ahead*.

TABLE 1

Paired t-Test on Career Maturity Inventory - *Knowing About Jobs*

| Area | Grade | Data | | | |
|---|---|---|---|---|---|
| | | n | d | t | p |
| Cranston | Junior | 31 | -0.71 | -1.08 | .29 |
| | Senior | 3 | 1.3 | 0.57 | .63 |
| Blackstone Valley | Junior | 18 | 0.11 | 0.17 | .86 |
| | Senior | 18 | -1.17 | -2.72 | .02* |
| Both | Junior | 49 | -0.41 | -0.86 | .40 |
| | Senior | Not Available | | | |

*p < .05

TABLE 2

Paired t-Test on Career Maturity Inventory - *Looking Ahead*

| Area | Grade | Data | | | |
|---|---|---|---|---|---|
| | | n | d | t | p |
| Cranston | Junior | 30 | 0.83 | 1.13 | .27 |
| | Senior | 3 | -2.00 | -3.46 | .07 |
| Blackstone Valley | Junior | 18 | -0.94 | -1.37 | .19 |
| | Senior | 18 | -2.17 | -2.22 | .04* |
| Both | Junior | 48 | 0.17 | 0.31 | .76 |
| | Senior | Not Available | | | |

*p < .05

A review of these tables indicates that EBCE students displayed a significant growth from pre to post on both subscales but in only one Area, for only one grade. Blackstone Valley Area Seniors were the only students who showed significant "$t$" values. Consequently, one could assume that for this one group, the treatment (i.e., EBCE) played a part in the outcome. However, since the same did not hold true for the seniors in the Cranston Area and the juniors in both Areas, we must then assume that there were other factors coming into play. These other factors were important in effecting the realized outcome. Unfortunately, the evaluation was neither sensitive enough nor designed to control for these spurious variables.

To assess whether the CMI scores attained by EBCE students were within the normal range, a comparison with national norms was performed. Tables 3 and 4 contains these comparisons.

TABLE 3

EBCE Students' CMI Scores - *Knowing About Jobs*
(Post Scores)

| | | DATA (Raw Scores) | | |
|---|---|---|---|---|
| | | | Norm Group | |
| Area | Grade | Mean | Mean | Percentile |
| Cranston | Junior | 17.0 | 13.8 | 70th |
| | Senior | 17.0 | 14.4 | 65th |
| Blackstone Valley | Junior | 17.6 | 13.8 | 78th |
| | Senior | 17.1 | 14.4 | 66th |
| Both | Junior | 17.2 | 13.8 | 73rd |
| | Senior | Not Available | | |

TABLE 4

EBCE Students' CMI Scores - *Looking Ahead*
(Post Scores)

| Area | Grade | DATA (Raw Scores) Mean | Norm Group Mean | Percentile |
|---|---|---|---|---|
| Cranston | Junior | 13.2 | 11.1 | 54th |
| | Senior | 16.0 | 11.9 | 69th |
| Blackstone Valley | Junior | 15.7 | 11.1 | 70th |
| | Senior | 14.8 | 11.9 | 59th |
| Both | Junior | 14.1 | 11.1 | 54th |
| | Senior | Not Available | | |

Upon reviewing these tables one sees that in the subscale, *Knowing About Jobs*, EBCE juniors are above the 70th percentile but seniors score lower. However, all students scored above the national mean for their grades. These findings indicate that there still exists some room for improvement in their knowledge of jobs, availability, accessibility, etc.

The scores for the subscale, *Looking Ahead*, were at mid range for Blackstone Valley Area seniors and in the 70th percentile range for Blackstone Valley Area Juniors. This state is reversed for the Cranston Area. This variation is not easily explained since the materials covered in The Career Counseling/Guidance component, which dealt with "looking ahead," were identical in both the Areas and for both grades. Overall, EBCE students tended to score at mid range for this concept. The mean scores for EBCE students was above that for the norm group but again there appears considerable room for improvement.

When viewing the combined findings in Tables 1 through 4 one might assume that the reason Blackstone Valley Area students realized statistically significant gains was because they may have had more room for improvement and growth. However, the growth could also have been attributed to the fact that these students were in the subject for 2 years while the others were in for only one. Of course this is only speculation and not substantiated since, as stated previously, other spurious variables were not accounted for in the design.

CONCLUSIONS: *The evaluator can draw several conclusions from the above findings. First, the EBCE project appeared to have a statistically significant effect on students' career maturity, in only one grade, at only one Area. Secondly, this statistically significant effect was observed on a group who had a time period of one full year (not one academic year) between pre and post testing. Perhaps the extra 3 months is important for the cultivation of these concepts. Third, the fact that seniors in one Area showed these gains where seniors in the other Area did not is a matter of question. Supposedly, The Career Counseling/Guidance, Career Exploration and Academic components in each Area are basically identical. These findings, however, lead one to question whether there may be some other factors such as delivery of instruction, facilities, faculty support, etc. which may come into play to positively or negatively effect the construct of career maturity.*

*Having reviewed the data and the findings one can only conclude that this objective, as stated, was not realized for the entire EBCE population.*

RECOMMENDATION #1: THERE ARE SEVERAL CONCEPTS MEASURED BY THE CAREER MATURITY INVENTORY. HOWEVER, NOT ALL OF THESE CONCEPTS ARE COVERED BY THE CURRICULUM OF EBCE. THE PROJECT STAFF MIGHT WISH TO REVIEW THE CMI TO DETERMINE WHETHER IT IS, IN FACT, A VALID MEASURE OF WHAT EBCE STAFF DEFINE AS CAREER MATURITY.

RECOMMENDATION #2: THE EBCE PROJECT, ALTHOUGH STILL RESEMBLING THE ORIGINAL RBS MODEL, HAS EVOLVED TO A SOMEWHAT UNIQUE STATE. BECAUSE OF THIS, THE MEASURES IDENTIFIED FOR CAREER MATURITY MAY NO LONGER BE APPROPRIATE. THE STAFF MAY WISH TO CONSIDER THE DEVELOPMENT OF CRITERION-REFERENCED TESTS TO MEASURE THIS CONCEPT.

RECOMMENDATION #3: THE EBCE STUDENTS AT EACH AREA DISPLAYED DIFFERENT GAINS IN SPITE OF THE FACT THAT THE CURRICULUMS USED AT EACH ARE IDENTICAL. CONSEQUENTLY, THERE APPEAR TO EXIST OTHER FACTORS WHICH COME INTO PLAY. IT MIGHT BE BENEFICIAL TO GET THE INSTRUCTORS, COUNSELORS AND EVEN JOB SITE COORDINATORS FROM THE TWO AREAS TOGETHER IN A STRUCTURED SETTING SO THAT THEY MIGHT SHARE THEIR TECHNIQUES.

*OBJECTIVE #2: Career knowledge within the experimental group will increase significantly.*

The Student Attitude Survey (SAS) and The Self Directed Interest Inventory (SDII) were used as data sources for this objective. The SAS was administered to students pre and post, while the SDII was given on a pre only basis. The juniors were tested on a pre basis in September, 1977 and the seniors were pre tested in May, 1977. Both groups were post tested in May, 1978. The pre testing of seniors was scored and analyzed by RBS but the form in which it was provided to this evaluator was in a summarized (i.e., means rather than raw scores) manner. Consequently, the analyses performed on junior data will differ from the analyses performed on senior data.

The SDII was completed only by juniors. Consequently, seniors will be excluded from the discussion on the findings of this instrument.

To determine whether there were statistically significant gains experienced by the EBCE juniors during this project year, a Wilcoxon

Matched-Pairs Signed Ranks Test was performed. The results of this test for all subscales of the SAS are displayed in Table 5.

TABLE 5

Wilcoxon Test for SAS - *Juniors*

| Scale | Area: Cranston n | Cranston z | Blackstone Valley n | Blackstone Valley z | Both n | Both z |
|---|---|---|---|---|---|---|
| STUDENT'S ATTITUDE TOWARD: | | | | | | |
| a. Education in General | 33 | -2.3* | 15 | -0.4 | 48 | -1.6 |
| b. School Curriculum | 33 | -1.2 | 15 | -1.4 | 48 | -0.3 |
| c. School Resources | 33 | -2.0* | 15 | -0.7 | 48 | -1.3 |
| d. School Counseling | 33 | -0.3 | 15 | -0.2 | 48 | -0.4 |
| e. Learning Environment | 33 | -2.4* | 15 | -0.6 | 48 | -1.3 |
| f. Career Knowledge | 33 | -2.0* | 15 | -2.3* | 48 | -3.0* |
| g. Career Planning | 33 | -0.1 | 15 | -1.6 | 48 | -0.8 |
| h. Career Maturity | 33 | -1.6 | 15 | -2.1* | 48 | -2.5* |
| i. Self | 30 | -0.9 | 15 | -2.4* | 45 | -2.3* |
| j. Others | 31 | -.05 | 15 | -0.8 | 46 | -0.9 |
| Total Scale | 33 | -1.2 | 15 | -2.0* | 48 | -0.3 |

*$p < .05$

The results of this examination of the data show that overall the EBCE students produced statistically significant growth in the areas of attitude toward *career knowledge, career maturity and self.*

Students in the Cranston Area displayed a statistically significant growth in the areas of attitude toward *education in general, school,*

*resources, learning environment and career knowledge.* Blackstone Valley Area students showed statistically significant gains in the areas of attitude toward career knowledge, career maturity, self and the total SAS scale.

These results are interesting, in that
displayed the statistically significant gains in career knowledge which was projected. However, they also displayed a statistically significant gain in the area of career maturity. This finding was not supported by the findings of the previous career maturity measure -- i.e., the CMI.

Another interesting point is that Cranston Area and
Blackstone Valley Area students separately, displayed statistically significant growth in different subscales, except *Career Knowledge.*

A review of all these findings would lead one to surmise that the EBCE project had a discernable effect on the career knowledge of juniors and that each Area was successful in providing for student growth in different concepts/constructs.

To determine if there was any statistically significant growth in EBCE seniors,a different test of significance was employed. Since the pre-test data which was returned from RBS was summarized during the scoring process into subscale means rather than item raw scores, it would have been improper to submit these data to the Wilcoxon test. Instead, subscale means were computed for the post test data and the differences between pre and post test means were compiled. A sign test was then employed to determine statistical significance. The sign test receives its name from using plus and minus signs to indicate
whether the scores increased or decreased. These signs become the data for examining whether significantly more students improved or declined on

the subscales. Tables 6 and 7 present the results of the sign test for EBCE students who were tested pre/post for the Blackstone Valley Area and for the two Areas together. There were insufficient pre/post matches to perform an analysis on the Cranston Area seniors alone.

TABLE 6

Sign Test for SAS - *Seniors*
(Blackstone Valley)

| Subscale | n | DATA Number Improved | Number Remained the Same | Number Declined | P |
|---|---|---|---|---|---|
| STUDENT ATTITUDE TOWARD: | | | | | |
| a. Education in General | 18 | 12 | - | 6 | .119 |
| b. School Curriculum | 18 | 15 | 1 | 2 | .001* |
| c. School Resources | 18 | 16 | - | 2 | .001* |
| d. School Counseling | 18 | 12 | 3 | 3 | .018* |
| e. Learning Environment | 18 | 15 | - | 3 | .004* |
| f. Career Knowledge | 19 | 15 | 2 | 2 | .001* |
| g. Career Planning | 19 | 13 | 1 | 5 | .048* |
| h. Career Maturity | 19 | 14 | - | 5 | .032* |
| i. Self | 19 | 12 | - | 7 | .180 |
| j. Others | 19 | 12 | - | 7 | .180 |

*$p < .05$

TABLE 7

Sign Test for SAS - *Seniors*
(Both)

| Subscale | DATA n | Number Improved | Number Remained the Same | Number Declined | P |
|---|---|---|---|---|---|
| STUDENT ATTITUDE TOWARD: | | | | | |
| a. Education in General | 21 | 13 | - | 8 | .192 |
| b. School Curriculum | 21 | 16 | 1 | 4 | .006* |
| c. School Resources | 21 | 17 | - | 4 | .004* |
| d. School Counseling | 21 | 14 | 4 | 3 | .006* |
| e. Learning Environment | 21 | 16 | - | 5 | .013* |
| f. Career Knowledge | 22 | 17 | 2 | 3 | .001* |
| g. Career Planning | 22 | 16 | 1 | 5 | .013* |
| h. Career Maturity | 22 | 16 | - | 6 | .026* |
| i. Self | 22 | 14 | - | 8 | .143 |
| j. Others | 22 | 15 | - | 7 | .067 |

*$p < .05$

A review of these tables indicates that overall, EBCE students displayed a statistically significant change from pre to post testing in all areas save three. Blackstone Valley Area students followed this pattern which is not surprising since they made up the majority of the sample for this test.

Given the fact that the sign test is not as rigorous a test for significance as the Wilcoxon the findings on the senior data support the findings on the junior data. The seniors, however, displayed significant growth in more areas than the juniors. One can easily rationalize this

by stating that seniors would be expected to, given their two years in EBCE to the one year in the project for juniors.

The senior data again supports the findings illustrated in the discussion on career maturity. Seniors noted a significant growth in career maturity as displayed by the SAS. In the results of the CMI, only Blackstone Valley Area seniors displayed statistically significant growth in career maturity. As was pointed out earlier in this section the sample for these analyses came primarily from the Blackstone Valley Area. Consequently the findings are consistent between the two instruments.

The Self Directed Interest Inventory (SDII) was also administered as a measure of career knowledge. The SDII provides the student with the opportunity to match perceived career interests with career interests as computed through an examination of the students abilities, opinions, and competencies. Once this activity is performed a three letter summary code is developed. This code is used in conjunction with an occupations finder to identify careers which a student might explore based on his/her SDII performance.

As a measure of career knowledge, the occupations identified initially by the student were translated (using the SDII Occupations Finder) into three letter summary codes. These initial codes were then compared with the summary code arrived at through the exercise. This comparison was performed by applying a Chi Square Test to the data. The Chi Square examines data in crossed sets to assess whether the extent of overlap between the two variables is statistically significant. Students had the opportunity to identify as many as six occupations in the beginning of the instrument. These six were not necessarily in rank order but in the order that students thought of them. Consequently, all six

of the initially identified occupations were crossed with the final summary code. Table 8 displays the results of this Chi Square analysis. A review of this table indicates that at the outset, EBCE students

TABLE 8

Chi Square Test on SDII

| Initial Occupation | df | DATA $x^2$ | p |
|---|---|---|---|
| Listed #1 | 1403 | 1505.0 | 0.03* |
| Listed #2 | 1334 | 1218.2 | 0.01* |
| Listed #3 | 1254 | 1260.0 | 0.45 |
| Listed #4 | 920 | 959.2 | 0.18 |
| Listed #5 | 464 | 511.8 | 0.06 |
| Listed #6 | 270 | 276.6 | 0.38 |

selected occupations of interest to them that proved to be those to which they were best suited. This is an interesting finding in that one of the main concerns of EBCE is to give students experience in the responsibilities that are required in holding a job. Exploration of particular jobs specifically aimed at clarification of career interests and direction are secondary outcomes to the above. The findings of the SDII indicate that in general, EBCE students don't initially need the career identification work. Consequently, the project is justified in placing them at sites which may not be their first choice area of interest but are designed to give world-of-work experience.

CONCLUSIONS: *A review of the results of the Student Attitude Survey (SAS) indicates that EBCE students from both Areas exhibited statistically significant growth in several subscales of the instrument. The one subscale of the SAS on which students from both Areas exhibited this growth was Career Knowledge. This finding held true for both juniors and seniors. The results of the Chi Square analysis on the Self Directed Interest Inventory (SDII) showed that students did not initially need career clarification work since the occupations they identified as being those of interest to them were, in general, supported at the completion of the SDII. The evaluator can then conclude that this objective was met.*

RECOMMENDATION #4: THE FACT THAT EBCE STUDENTS DISPLAYED STATISTICALLY SIGNIFICANT GROWTH ON THE CAREER MATURITY SUBSCALE OF THE SAS AND DID NOT DISPLAY THIS TYPE OF GROWTH ON THE TWO SUBSCALES OF THE CMI LEADS ONE TO QUESTION THE VALIDITY OR USEFULNESS OF ONE OR THE OTHER OF THESE INSTRUMENTS. IT MAY QUITE SIMPLY BE A QUESTION OF THE CMI NOT BEING AN APPROPRIATE MEASURE UNLESS USED IN ITS ENTIRETY. LIKEWISE, ONE MIGHT SPECULATE THAT THE TWO SUBSCALES OF THE CMI CHOSEN WERE NOT APPROPRIATE MEASURES OF THE CAREER MATURITY THE EBCE PROJECT IS ATTEMPTING TO INSTILL IN STUDENTS. THE PROJECT STAFF MAY WISH TO RECONSIDER THE USE OF THE CMI OR TO HAVE STUDENTS COMPLETE ALL SUBSCALES OF THE MEASURE TO GIVE AN ACCURATE ASSESSMENT OF CAREER MATURITY.

RECOMMENDATION #5: THE SDII IS AN INSTRUMENT WHICH WAS DESIGNED TO BE COMPLETED, SCORED AND ANALYZED BY THE STUDENTS AS A TOTAL LEARNING EXPERIENCE. HAVING A STUDENT ONLY RESPOND TO ITEMS BY USING AN ANSWER SHEET DEFEATS THE PURPOSE FOR WHICH THE SDII WAS INTENDED. HAVING THE SCORING AND ANALYSIS PERFORMED BY SOMEONE OTHER THAN THE TAKER REDUCES THE SDII TO JUST ANOTHER "TEST". THE PROJECT STAFF MIGHT CONSIDER REMOVING THE SDII FROM THE TEST BATTERY USED FOR THE EVALUATION AND GIVING IT TO STUDENTS AS AN EXERCISE TO BE COMPLETED AS PART OF THE CAREER GUIDANCE/COUNSELING SESSIONS.

RECOMMENDATION #6: THE TWO MEASURES OF CAREER KNOWLEDGE USED IN THIS EVALUATION ARE ADEQUATE MEASURES OF CAREER KNOWLEDGE FROM A MEASUREMENT OR STATISTICALLY SIGNIFICANT STANDPOINT. HOWEVER,

FROM AN EDUCATIONAL SIGNIFICANCE OR USEFULNESS TO THE PROJECT STANDPOINT THESE MEASURES ARE QUESTIONABLE. THE TWO INSTRUMENTS CAN TELL THE EVALUATOR AND THE READER OF THIS REPORT WHETHER STUDENTS HAVE OR HAVE NOT REALIZED GROWTH IN THE CONSTRUCT - CAREER KNOWLEDGE. HOWEVER, THESE FINDINGS ARE NOT BEING PUT TO USE BY EITHER THE PROJECT STAFF OR STUDENTS. PERHAPS THE PROJECT STAFF MIGHT CONSIDER DEVELOPING CRITERION REFERENCED TESTS WHICH WILL MEASURE/TEST THE CONCEPTS OF CAREER KNOWLEDGE THAT ARE BEING TAUGHT DIRECTLY IN THE CLASSROOM/JOB SITE. PROJECT STAFF MIGHT ALSO DEVELOP A MEANS BY WHICH THE RESULTS OF TESTS ARE SYSTEMATICALLY COMMUNICATED TO STUDENTS.

*OBJECTIVE #3: Learning attitudes within the experimental group will increase at a significant level.*

The Student Attitude Survey (SAS) was used as a data source to determine if this objective was realized by EBCE students. This instrument was used as a data source for the previous objective as well. However, the first five subscales of the SAS - *Education in General, School Curriculum, School Resources, School Counseling and Learning Environment* measure a student's attitude toward learning. For a discussion of the SAS, its subscales and administration the reader is directed to review the text on the previous objective. Tables 5, 6 and 7 on pages 25, 27, and 28 contain the results of the SAS. Subscales "a" through "e" are the scales which are directed toward this objective.

A review of these tables indicate that for juniors, only Cranston Area students displayed statistically significant gains in any of these subscales. Overall, EBCE students did not display significant growth in any of these subscales. For seniors there were statistically significant gains in all the subscales except one - *Education in General.*

CONCLUSIONS: *The data collected by means of the SAS and analyzed by using two separate tests of statistical significance indicate that only Cranston Area juniors and all EBCE seniors exhibited significant growth. This growth was limited to certain subscale constructs dependent on the group. Cranston Area juniors improved their attitudes toward education in general, school resources, and learning environment. All EBCE seniors improved their attitudes toward school curriculum, school resources, school counseling and learning environment. There is a problem here which pertains to how one wishes to define the "learning attitudes" which EBCE students would display as a result of project participation. The aforementioned and reported 5 subscales of the SAS all measure a certain concept which relates to a learning attitude. Operationally defining these "learning attitudes" as being any one, group of two or more or all five of these subscale constructs we can draw some conclusions as to the EBCE projects success in achieving this objective. Cranston Area juniors and seniors realized this objective. Blackstone Valley Area seniors realized this objective. Overall only seniors realized this objective.*

RECOMMENDATION #7: THERE IS A NEED TO IDENTIFY WHAT THE PROJECT MEANS BY "LEARNING ATTITUDES" HELD BY STUDENTS. THIS MIGHT BE TRANSLATED AS ONE'S SELF CONCEPT AS A LEARNER, ONE'S ATTITUDE TOWARD SCHOOL AND SCHOOLING, ONE'S ATTITUDE TOWARD THE USE OF SCHOOL RESOURCES IN LEARNING OR ONE'S ATTITUDE TOWARD LEARNING IN GENERAL. ON CERTAIN OF THESE CONSTRUCTS EBCE MIGHT HAVE SOME DIRECT IMPACT. FOR OTHERS, NO ONE SINGLE EDUCATIONAL PROGRAM CAN CLAIM CREDIT. ONCE LEARNING ATTITUDES ARE DEFINED THEN THE PROJECT CAN IDENTIFY AND PROVIDE ACTIVITIES WHICH WOULD AIM DIRECTLY AT THIS BEHAVIOR AND THE EVALUATOR CAN SUGGEST APPROPRIATE MEASURES OF THIS BEHAVIOR.

RECOMMENDATION #8: THE PROJECT STAFF MIGHT CONSIDER CLARIFYING THE INTENT OF EBCE. DO THE DIFFERENT COMPONENTS OF EBCE PROFESS TO INFLUENCE ONE'S ATTITUDES TOWARD LEARNING OR DO THEY ATTEMPT TO EXPAND ONE'S MANNER OF LEARNING? DO THEY CONTAIN ACTIVITIES WHICH ARE DIRECTED AT MAKING ONE FEEL BETTER ABOUT EDUCATION, CURRICULUM, RESOURCES, COUNSELING AND

ENVIRONMENT OR ARE THE ACTIVITIES AIMED AT PROVIDING AN ALTERNATIVE FORM OF THE ABOVE SCHOOL RELATED COMPONENTS? DOES EBCE EXIST TO MAKE STUDENTS FEEL BETTER ABOUT THE SCHOOL - SCHOOL SYSTEM OR DOES IT EXIST TO PROVIDE A COMPONENT OF EDUCATION WHICH THE PUBLIC SCHOOL DOES NOT PROVIDE. ONCE THESE DISTINCTIONS ARE MADE THEN MEASURES OF ATTITUDE CAN BE IDENTIFIED AS BEING ATTITUDES TOWARD EBCE NOT TOWARD ALL SCHOOLING WHICH ENTAILS FAR TOO MANY VARIABLES TO CONTROL.

*OBJECTIVE #4: Self-concept within the experimental group will increase at a significant level.*

The Student Attitude Survey (SAS) was used as a data source to determine if this objective was realized by EBCE students. Again this instrument was used here as well as with the previous two objectives. The subscale of the SAS which was deemed appropriate as a measure of self-concept was student attitude toward *self*.

The entire instrument and the administration of the SAS with EBCE students were discussed under the text for Objective #2. The reader is directed to this section for such further explanation.

Likewise, the data are reported in Tables 5, 6 and 7 which appear on pages 25, 27, and 28. A review of these tables indicates that Blackstone Valley Area juniors alone and the combination of Blackstone Valley and Cranston Area EBCE juniors displayed statistically significant growth on this subscale from pre to posttesting. However, Cranston Area juniors alone and all EBCE seniors did not display this magnitude of growth.

*CONCLUSIONS: The data collected by the SAS from EBCE juniors and seniors were analyzed by means of two separate statistical tests of significance. The findings of these tests on the scores of the SAS for the subscale - student attitude toward "self" - showed*

*that only Blackstone Valley Area juniors, separately and EBCE juniors, overall, displayed a statistically significant growth. Consequently, one cannot surmise that this objective was realized since all EBCE students did not display this type of gain. Self concept is, at best, a difficult concept to measure and grasp. This evaluator does not believe that the single subscale of the SAS that identifies a student's attitude toward self is a sufficient measure of self-concept. Furthermore, this evaluator does not believe that one's attitude toward self is synonymous with self-concept.*

RECOMMENDATION #9: THE MEASURE OF SELF-CONCEPT IS, ACCORDING TO RECENT RESEARCH, A VERY DIFFICULT CONSTRUCT TO ASSESS. THE MAJORITY OF INSTRUMENTS ARE SELF-REPORT IN NATURE, THUS ALLOWING A CERTAIN DEGREE OF BIAS TO EXIST. TAKING THIS INTO ACCOUNT, THE ATTEMPT TO MEASURE THIS CONSTRUCT BY MEANS OF ONE SUBSCALE OF AN ATTITUDE MEASURE MAKES ONE SERIOUSLY QUESTION THE FINDINGS. IF THE PROJECT STAFF WISHES TO HAVE THIS INSTRUMENT REMAIN AS THE MEASURE THEN THE OBJECTIVE SHOULD BE WRITTEN TO REFLECT STUDENT ATTITUDE TOWARD SELF RATHER THAN SELF-CONCEPT. IF SELF-CONCEPT IS CONSIDERED TO BE A VALID CONSTRUCT TO MEASURE THEN A RECOGNIZED MEASURE OF SELF-CONCEPT SHOULD BE SELECTED AND ADMINISTERED IN ADDITION TO OR IN PLACE OF THE SAS.

RECOMMENDATION #10: SELF-CONCEPT IS AN INTERESTING CONSTRUCT AND MANY TYPES OF EDUCATIONAL PROJECTS HAVE BEEN DESIGNED WITH THE INTENT OF AFFECTING IT IN SOME POSITIVE MANNER. THE EBCE PROJECT VIEWS SELF-CONCEPT IMPROVEMENT AS A DIRECT RESULT OF PARTICIPATION. HOWEVER, THE PROJECT HAS NO REAL ACTIVITIES WHICH ARE DIRECTED AT THE IMPROVEMENT OF THIS CONSTRUCT. GRANTED, PORTIONS OF THE CAREER COUNSELING COMPONENT ADDRESS LEARNING MORE ABOUT ONESELF AND ONE'S ABILITIES. ALSO, THE CAREER EXPLORATION COMPONENTS, ALTHOUGH DIRECTLY ADDRESSING CAREER KNOWLEDGE/EXPERIENCE AND STUDENT RESPONSIBILITY ASSUMES THAT THROUGH BEING ABLE TO ACT OUT ABILITIES, STUDENTS WILL INCREASE THEIR SELF-CONCEPT. HOWEVER, THERE EXIST NO DIRECT GROUP OR INDIVIDUAL ACTIVITIES BUILT INTO THE CURRICULUM THAT EXIST TO AFFECT THIS CONSTRUCT. IF RECOMMENDATION #9 IS TAKEN INTO CONSIDERATION AND SELF-CONCEPT IS MAINTAINED AS AN IMPORTANT EBCE OUTCOME THEN

PROJECT ACTIVITIES WHICH WOULD DEAL WITH DEVELOPING STUDENT SELF-CONCEPT NEED TO BE DEVELOPED. CURRENTLY, PROJECT ACTIVITIES ARE DIRECTED AT KNOWLEDGE/SKILL ACQUISITION AND ATTITUDE CHANGE, NOT SELF-CONCEPT DEVELOPMENT. THIS EVALUATOR IS HARD PRESSED TO EXPLAIN THE STATISTICALLY SIGNIFICANT GROWTH EXHIBITED BY EBCE JUNIORS AS THE DIRECT RESULT OF A CERTAIN PROJECT ACTIVITY.

*OBJECTIVE #5: Basic skills within the experimental group will either show no significant decrease or show an increase.*

In order to collect data on this objective, three subscales of the Comprehensive Test of Basic Skills (CTBS) were used. These measure a student's knowledge of *Reading Comprehension, Math Concepts and Math Applications.* This test was administered to EBCE students on a pre/post basis. EBCE juniors were pre tested in September, 1977 while seniors were pre tested in May, 1977. Both grades were post tested in May, 1978. The pre test grades for seniors were scored and analyzed by RBS. When this evaluator attempted to retrieve these data from RBS, he was unsuccessful. Consequently, pre/post analyses will be limited to EBCE juniors. A post only analysis will be performed on the senior data collected in May, 1978.

In order to assess whether the growth exhibited by EBCE juniors was statistically significant a dependent t-test was conducted. Tables 9, 10 and 11 display the results of this test for the three subscales of the CTBS computed by EBCE juniors.

TABLE 9

Paired t-Test on Comprehensive Test of Basic Skills - *Reading Comprehension* (Juniors)

| AREA | DATA | | | |
|---|---|---|---|---|
| | n | d | t | p |
| Cranston | 29 | -1.03 | -1.08 | 0.29 |
| Blackstone Valley | 17 | -0.76 | -0.53 | 0.61 |
| Both | 46 | -0.93 | -1.17 | 0.25 |

TABLE 10

Paired t-Test on Comprehensive Test of Basic Skills - *Math Concepts* (Juniors)

| AREA | DATA | | | |
|---|---|---|---|---|
| | n | d | t | p |
| Cranston | 30 | -0.83 | -1.39 | 0.18 |
| Blackstone Valley | 17 | -0.94 | -1.35 | 0.20 |
| Both | 47 | -0.87 | -1.92 | 0.06 |

TABLE 11

Paired t-Test on Comprehensive Test of Basic Skills - *Math Applications* (Juniors)

| AREA | DATA | | | |
|---|---|---|---|---|
| | n | d | t | p |
| Cranston | 30 | -0.07 | -0.14 | 0.89 |
| Blackstone Valley | 17 | -0.76 | -1.01 | 0.33 |
| Both | 47 | -0.32 | -0.77 | 0.45 |

Upon reviewing these tables one sees that in none of the 3 subscales of the CTBS did EBCE juniors display a statistically significant growth. However, in accordance with the criteria set in this objective, there was no significant decrease in student achievement either. In fact, although there was no significant growth, there was some growth exhibited in all the subscales.

A review of senior and junior post data was performed to determine the relative standing of EBCE students when compared with CTBS norm groups. Tables 12, 13 and 14 present these comparisons for each subscale.

TABLE 12

EBCE Students' CTBS Scores - *Reading Comprehension*
(Post Scores)

| Area | Grade | DATA (Raw Scores) Mean | Norm Group Mean | Percentile |
|---|---|---|---|---|
| Cranston | Junior | 32.1 | 30.0 | 56th |
| | Senior | 30.6 | 32.5 | 44th |
| Blackstone Valley | Junior | 32.8 | 30.0 | 59th |
| | Senior | 30.6 | 32.5 | 44th |
| Both | Junior | 32.4 | 30.0 | 57th |
| | Senior | 30.6 | 32.5 | 44th |

TABLE 13

EBCE Students' CTBS Scores - *Math Concepts*
(Post Scores)

| Area | | DATA (Raw Scores) Mean | Norm Group Data | Percentile |
|---|---|---|---|---|
| Cranston | Junior | 20.6 | 17.5 | 68th |
| | Senior | 21.1 | 18.2 | 70th |
| Blackstone Valley | Junior | 22.2 | 17.5 | 80th |
| | Senior | 21.7 | 18.2 | 74th |
| Both | Junior | 21.2 | 17.5 | 72nd |
| | Senior | 21.4 | 18.2 | 72nd |

TABLE 14

EBCE Students' CTBS Scores - *Math Applications*
(Post Socres)

| Area | Grade | DATA (Raw Scores Mean | Norm Group Mean | Percentile |
|---|---|---|---|---|
| Cranston | Junior | 11.9 | 14.5 | 37th |
| | Senior | 12.1 | 16.0 | 31st |
| Blackstone Valley | Junior | 13.9 | 14.5 | 47th |
| | Senior | 14.6 | 16.0 | 43rd |
| Both | Junior | 12.6 | 14.5 | 41st |
| | Senior | 13.5 | 16.0 | 38th |

A review of these tables indicates that EBCE juniors are scoring well above the national sample in the area of math concepts. However, they are scoring equal to the national sample in reading comprehension and below the national sample in math applications. EBCE seniors are scoring above the national sample in only the area of math concepts. They are scoring just below the national norms in reading and well below in math applications.

There is no ready explanation for these findings but they do show that, accidentally, the EBCE students have much room for implementation.

CONCLUSIONS: *The objective stated that EBCE project participation would not significantly hamper a student's academic advancement. Results of pre/post analyses performed on the CTBS data noted that although statistically significant increases were not realized, some increases were. Reviews of the junior and senior post test standings in relation to national norms indicated that, in general, EBCE juniors were equal to or above the scores of students nationally and that seniors were above in only one area. In eight of these findings one must surmise that this objective, as stated, was realized.*

RECOMMENDATION #11: THE FACT THAT THE EBCE PROJECT REALIZED THIS OBJECTIVE AND IN DOING SO HAD STUDENTS EXHIBIT A MODEST ADVANCEMENT IN ACADEMIC ACHIEVEMENT IS INDEED AN ACCOMPLISHMENT. THE REASON FOR THIS CONCLUSION IS THAT IN MOST OF THE SENDING SCHOOLS, THE ARC COMPONENT, DESIGNED TO SUPPLEMENT THE ACADEMICS, WAS NEVER IMPLEMENTED. INSTEAD, EBCE STUDENTS EITHER MADE UP MISSED WORK OR COMPLETED EXTRA ASSIGNMENTS. THE PROJECT MIGHT CONSIDER THE DEVELOPMENT OF LEARNING ACTIVITY PACKAGES (LAP'S) WHICH WOULD COVER SPECIFIC ACADEMIC CONSTRUCTS. IN THIS WAY, EBCE STUDENTS COULD COVER ACADEMIC MATERIAL AT THEIR CONVENIENCE EVEN THOUGH THEY MIGHT MISS CLASSES. THESE LAP'S, OF COURSE, WOULD BE DESIGNED TO COMPLEMENT NOT REPLACE THE ACADEMIC CLASSROOM.

RECOMMENDATION #12: REGARDLESS OF THE FINDING THAT STUDENTS DID NOT DECREASE THE STANDING OF EBCE JUNIORS AND ESPECIALLY SENIORS IN RELATION TO THE NATIONAL NORMS IS DISTURBING. THE PERCENTILE RANKINGS SHOW THAT SENIORS NEED A GOOD DEAL OF WORK IN MATH APPLICATIONS AND READING COMPREHENSION. JUNIORS SCORED SOMEWHAT BETTER, BUT CAN STILL DO WITH FURTHER ASSISTANCE.

## Project Operation

In order to collect information on the overall effects of various project components, a number of surveys, interviews and on-site observations were conducted. The purpose of these additional data sources (i.e., additional to those measures identified in the project's objectives) was to collect similar data from all EBCE client and staff populations to form a total picture of project operations.

The following discussions will discuss each instrument/process and their findings individually.

### EBCE Student Opinion Survey

A student survey was developed by the evaluator to collect perceptual data from students in the project. These data were on questions of why one entered, why one remained and what outcomes were realized. The students were directed to respond to several items using Likert-type scales depicting several concepts. To facilitate the administration of these surveys, copies were delivered to each school coordinator to be distributed to students. The school coordinators collected and forwarded the completed surveys to the evaluator for analysis. Students completed these surveys in May, 1978.

The following will discuss each of the concepts covered in the survey and report the responses of all EBCE students. Only when there exist discrepancies between the two areas on a particular item will a comparison be made.

#### *REASONS FOR ENROLLING*

Students were asked to respond to a number of items which were designed to determine why they enrolled in the EBCE project. They were

given several possible reasons and asked to respond on a five point scale as to whether these were *"Not at All Important" or "Very Important"* reasons for enrolling. The responses have been tallied and are displayed in Table 15. The table presents the mean response of the entire group for each item.

TABLE 15

Student Reasons for Enrolling in EBCE - *Mean* *

| Item | AREA | | |
|---|---|---|---|
| | Cranston | Blackstone Valley | Both |
| a. To develop plans for after high school. | 4.2 | 4.1 | 4.2 |
| b. To have more individual attention. | 2.6 | 2.3 | 2.4 |
| c. To make new friends. | 2.9 | 2.6 | 2.7 |
| d. To find out more about careers. | 4.5 | 4.5 | 4.5 |
| e. To get out of school for a while. | 2.8 | 1.9 | 2.3 |
| f. To get trained in a job. | 3.7 | 3.4 | 3.5 |
| g. To find out more about my own values, interests, needs, and goals. | 4.1 | 4.3 | 4.2 |
| h. To get help in finding a job. | 3.8 | 3.2 | 3.5 |
| i. To get into a program different from regular school. | 3.8 | 3.2 | 3.5 |
| j. To get away from problems in school. | 2.1 | 2.0 | 2.0 |
| k. To find a part or full-time job. | 2.6 | 2.3 | 2.4 |
| l. To have learning experiences outside of the classroom. | 4.2 | 4.1 | 4.2 |
| m. To work with adults in the community. | 3.4 | 2.9 | 3.1 |
| n. To have more responsibility and independence | 4.0 | 3.7 | 3.8 |

*Response Set: 1 = Not at all Important 2 = Very Important

A reveiw of this table shows that the students were enrolling in EBCE for the purposes self growth and career preparation. They were not enrolling so as to escape from the regular school program but the draw of having out-of-school experiences was particularly strong. Another interesting reason for enrolling which came up was that students were hoping to find a job or obtain direct training in a job area. Neither of these two were intents of EBCE yet students viewed them as within the realm of the project.

A puzzling finding was the response to item "m" dealing with whether the opportunity to work with adults was a reason. The mean response for all EBCE students was one of indifference. This may reflect several things. It is possible that students misinterpreted the meaning of the item. They may have felt that working with adults meant working with them in a social service capacity rather than in an educational capacity. It is also possible that they did not, at the outset, associate the EBCE experience as one where they would be learning from adults other than their teachers. In other words, they did not understand that the major focus of EBCE was community based education.

There was only one item on which the students from the two areas differed to any degree. This was on item "e". It appears that students in the Cranston Area were more drawn to "getting out of school for a while" than were the students in the Blackstone Valley Area.

*EXPERIENCES EBCE MADE AVAILABLE*

Students were asked to consider the experiences, opportunities and activities that the project had made available. Students were asked to respond to these items on a 5 point scale representing whether the

project *"Definitely No" or Definitely Yes"* gave them the particular opportunity. Table 16 displays the findings of this question.

TABLE 16

Opportunities Afforded by EBCE - *Mean* *

| Item | AREA | | |
|---|---|---|---|
| | Cranston | Blackstone Valley | Both |
| a. Find out more about your career related interests, abilities and values. | 4.2 | 3.8 | 3.9 |
| b. Matching what you know about yourself with career possibilities. | 3.9 | 3.6 | 3.7 |
| c. Learn more about careers. | 4.3 | 4.4 | 4.3 |
| d. Learn more about academic subjects. | 2.9 | 3.0 | 2.9 |
| e. Make an adult decision about your future. | 4.1 | 3.6 | 3.8 |

*Response Set: 1 = Definitely No; 5 = Definitely Yes.

A review of this table shows that the students tended to feel that the project made these opportunities available. There is no implication made here as to the quality of the experience but only to the availability. The only area where students tended to express indifference or neutrality was to item "d" dealing with their opprotunity to learn about academic subjects. Students reported that EBCE seemed to neither add to nor subtract from this learning.

In terms of EBCE experiences, the project was intended to give students the opportunity to be somewhat responsible for their own learning. When students were questioned whether and to what degree this responsibility was realized the responses were generally in the positive. Students were asked to respond to certain areas where they may have been made responsible by means of a 5 point scale. This scale represents whether the student felt *"Very Little"* to *"Very Much"* responsibility was given to him/her. Table 17 covers the responses to this question.

TABLE 17

Responsibilities Delegated to Students - Mean *

| Item | AREA | | |
|---|---|---|---|
| | Cranston | Blackstone Valley | Both |
| a. Planning your own activities. | 2.9 | 2.4 | 2.6 |
| b. Managing your own time. | 3.4 | 2.7 | 3.0 |
| c. Judging your own behavior and performance. | 4.2 | 4.0 | 4.1 |
| d. Your actions. | 4.4 | 4.2 | 4.3 |
| e. Getting to the job site. | 3.6 | 3.5 | 3.6 |

*Response Set: 1 = Very Little; 5 = Very Much

A review of this table notes that students were made responsible for activities which related to their performance at job sites. However, there was the tendency for the project to control the planning, structuring and scheduling of these activities. The planning of activities

tended to be less the responsibility of students in the Blackstone Valley Area than in the Cranston Area.

## *PROJECT SUCCESS*

Students entered EBCE for various reasons as was covered earlier. However, when they enter and after they have matriculated they possess certain individual goals or objectives. These can be as simple as "getting out of school" to beginning a serious preparation for one's life career. One of the questions on the survey asked students to ponder the extent to which certain components of the EBCE project were successful in helping them learn what they wanted to learn. Students were asked to respond to each of the components in terms of their being *"Not Successful"* to *"Very Successful"* on a 5 point scale. Table 18 illustrates the student's responses to this question.

Upon reviewing this table one finds that the most helpful components of EBCE to students were those dealing directly with career exploration and decision making. The surprising finding of this question is that there emerged only three components which were rather successful and the remainder centered around a mid or neutral point. The academic skills component appears here as not being particularly successful or unsuccessful. The areas of group meetings with other students, individual meetings with staff and visiting speakers were points where there was a substantial discrepancy between the two Areas.

TABLE 18

Project Success on Certain Components - Mean *

| | AREA | | |
|---|---|---|---|
| | Cranston | Blackstone Valley | Both |
| a. Visiting job/resource sites. | 4.0 | 3.9 | 3.9 |
| b. Improving academic skills | 2.9 | 3.0 | 2.9 |
| c. Learning about possible careers. | 4.1 | 4.2 | 4.2 |
| d. Group meetings with EBCE students. | 3.9 | 2.8 | 3.2 |
| e. Visiting speakers. | 3.3 | 2.6 | 2.9 |
| f. Learning about oneself. | 3.8 | 3.5 | 3.6 |
| g. Using the prepared materials. | 3.2 | 3.3 | 3.3 |
| h. Planning a future career(s). | 3.8 | 3.9 | 3.9 |
| i. Learning to make decisions. | 3.9 | 3.7 | 3.8 |
| j. Individual meetings with EBCE staff. | 3.6 | 2.7 | 3.1 |
| k. Materials available in the resource center/room. | 3.2 | 3.0 | 3.1 |

*Response Set: 1 = Not Successful; 5 = Very Successful

## *JOB SITE EXPERIENCE*

The survey contained two questions which asked students to analyze the most meaningful job site they had experienced. These questions were designed to collect information dealing with the amount of time students were in contact with individuals and the types of activities encountered. Since the students were asked to select the job site and job site coordinator who was the most meaningful for them we must assume that the data collected respresents the *best* job sites. Consequently, the reader should realize that these findings are not representative of all job sites but only a select few.

Students were requested to report the amount of time that they actually spent with the Job Site Coordinator. Table 19 reports the responses to this inquiry.

TABLE 19

Time Spent With Resource Site Coordinator - *Percent*

| Area | Less than 5 hours | 6-10 hours | 11-20 hours | 21-40 hours | 40+ hours |
|---|---|---|---|---|---|
| Cranston | 33.3 | 16.7 | 19.4 | 22.2 | 8.2 |
| Blackstone Valley | 42.6 | 34.0 | 10.6 | 10.6 | 2.1 |
| Both | 38.6 | 26.5 | 14.5 | 15.7 | 4.8 |

A review of this table indicates that the majority of EBCE students spent 10 or less hours with the person they found the most meaningful. Of this number the larger group spent less than 5 hours with this individual. This finding may be the result of many things. Two explanations could be that the project programmed short contact times for all experiences (meaningful and not-so-meaningful) or that a meaningful EBCE experience could be realized in a short as well as a longer period of time.

An interesting point which is realized when looking at these data by area, is that the Cranston Area tends to have more students spending longer periods of time with the job site coordinator. The Blackstone Valley Area has the largest group spending under 5 hours and over 75% of the students 10 or less hours.

Keeping this finding in mind the students were asked to report on the frequency that certain activities were experienced on a regular basis. Table 20 displays these data.

TABLE 20

EBCE Activities Performed - *Mean* *

| Item | AREA | | |
|---|---|---|---|
| | Cranston | Blackstone Valley | Both |
| a. Talk about job and careers. | 3.7 | 3.5 | 3.6 |
| b. Observe work activities. | 4.1 | 4.3 | 4.2 |
| c. Participate in work activities. | 4.3 | 3.8 | 4.0 |
| d. Apply academic skills | 3.1 | 2.9 | 2.9 |
| e. Talk about personal interests and issues | 3.5 | 3.6 | 3.5 |
| f. Other activities | 3.4 | 3.2 | 3.2 |

*Response Set: 1 = Not at all; 5 = Quite Often

A review of these data indicate that students were able to perform these activities in a relatively frequent manner. The areas dealing with observing work activities and participating in work activities were performed most frequently. The areas of talking about careers and talking about personal interests and issues were performed less frequently. The application of academic skills was performed with the least frequency. These findings indicate that the students were participating in activities first, talking about their feeling and experiences second, and applying school knowledge last. These data were similar between the two Areas.

The "activities" findings when compared to the above findings dealing with contact time imply that the amount of time a student spends with a job site coordinator may not have any bearing on the extent to which he/she experiences certain activities. This supports the

contention within the RBS model that several short term job site placements are more desireable than one or two long term job site placements.

### *STUDENT LEARNING OR IMPROVEMENT*

As a result of participating in EBCE, students were asked to determine how much they learned about or improved on certain constructs. The intent was to get students to reflect on what they felt the direct benefits of EBCE enrollment was for them. To respond to these constructs a 5 point scale was provided which ranged from "*Nothing*" to "*A Lot*". Table 21 displays the results of this analysis.

TABLE 21

EBCE Student Learning/Improving - *Mean* *

| Item | AREA | | |
|---|---|---|---|
| | Cranston | Blackstone | Both |
| a. Range of careers and jobs open to me. | 4.1 | 3.7 | 3.8 |
| b. How to plan a career. | 3.7 | 3.6 | 3.6 |
| c. Job seeking skills. | 3.9 | 3.3 | 3.5 |
| d. How to do a particular job. | 4.0 | 3.8 | 3.9 |
| e. Reading skills. | 3.0 | 2.5 | 2.7 |
| f. Writing skills. | 3.0 | 2.5 | 2.7 |
| g. Math skills. | 2.6 | 2.5 | 2.6 |
| h. Listening and speaking skills. | 3.8 | 3.5 | 3.6 |
| i. Thinking through and speaking skills. | 3.6 | 3.3 | 3.4 |
| j. Working with other students. | 3.9 | 3.7 | 3.8 |
| k. Working with adults. | 4.4 | 3.9 | 4.1 |
| l. Accepting many different ideas and backgrounds of people. | 4.1 | 3.9 | 4.0 |

*Response Set: 1 - Nothing, 5 - A Lot

Upon review of this table one sees that students felt they learned or improved the most in areas which dealt with human relations and career awareness. The interesting point here is that career awareness is a direct focus of EBCE while human relations is a "spin-off" result. Another interesting finding is in the students' response to the areas which are another focus of EBCE academic skills. Students felt that the project tended to add little to there development in these areas.

A surprising point which is brought up in this table is to item "k" which discusses working with adults. This proved to be the area in which students learned/improved the most. However, this is also the area which was reported as a low priority reason for their enrolling in EBCE.

It appears from this survey that students perceive the strengths of the project to be in the out-of-school career exploratory experiences and weaknesses to exist in the in-school components. To substantiate this conclusion a review of the open-ended comments was conducted.

*STUDENT CHANGE*

Students were given the opportunity to express their opinions of the personal changes that may have occurred as a result of their EBCE participation. The question was stated in such a way so as to elicit open-ended responses. The evaluator compared all students' responses and a pattern of categories emerged. Table 22 reports these categories and the frequency of response within each.

TABLE 22

How EBCE Students Felt They Had Changed - *Percent*

| Response Category | AREA | | |
|---|---|---|---|
| | Cranston | Blackstone Valley | Both |
| a. Awareness of world of work. | 23.1 | 21.2 | 22.1 |
| b. Decision making skills. | 27.5 | 16.5 | 21.4 |
| c. More knowledge about and understanding for people | 21.7 | 14.1 | 17.5 |
| d. More responsible. | 11.6 | 9.4 | 10.1 |
| e. Gained a skill(s) | 7.2 | 5.9 | 6.5 |
| f. Learned more about self. | - | 10.6 | 5.8 |
| g. More confidence. | 3.0 | 7.1 | 5.2 |
| h. Matured | 4.3 | 3.5 | 4.0 |
| i. Better grades in school. | - | 7.1 | 3.9 |
| j. Realization of necessity for a decision on a career | 1.6 | 2.3 | 2.0 |
| k. None | - | 2.3 | 1.4 |

Reviewing this table one sees that EBCE primarily has given students the opportunity for self growth. This self growth may or may not be career related. However, by virtue of the fact that EBCE is a career education project one must then assume that the change or growth was geared toward work and/or work preparation. The changes which were expressed related directly to effects of the career exploration and career guidance components of EBCE. The reported effect on academics was negligible. In general, it appears that the major benefit derived from EBCE participation was career preparation and clarification. Self growth and human relations skills were also key outcomes of the project.

## STUDENT EVALUATION OF EBCE

Students were given the opportunity to express what they felt were the strengths and weaknesses of EBCE. Again, the responses were developed from the students themselves. In addition, students were encouraged to make suggestions on possible changes which could be introduced to strengthen the project. Tables 23 and 24 identify those areas that EBCE students felt were the project's strengths and weaknesses, respectively.

TABLE 23

Strengths Of The EBCE Project
By Students - Percent

| Response Category | AREA | | |
|---|---|---|---|
| | Cranston | Blackstone Valley | Both |
| a. Opportunity to see and learn about careers | 32.5 | 40.5 | 36.3 |
| b. Most sites were cooperative and interesting | 20.4 | 26.2 | 23.1 |
| c. Exposure to working people | 6.1 | 14.2 | 9.9 |
| d. Opportunity to make career discussions and develop skills | 4.1 | 9.5 | 6.6 |
| e. Talking things over | 8.2 | 4.8 | 6.6 |
| f. Project staff | 12.2 | - | 6.6 |
| g. Self growth | 8.2 | - | 4.4 |
| h. Assuming responsibility | 8.2 | - | 4.4 |
| i. None | - | 4.8 | 2.1 |

TABLE 24

Weaknesses of the EBCE Project
By Students - *Percent*

| Response Category | AREA | | |
|---|---|---|---|
| | Cranston | Blackstone Valley | Both |
| a. Attitude and preparation of staff. | 30.6 | 33.3 | 32.1 |
| b. Buses not reliable | 16.7 | 31.1 | 24.7 |
| c. Too much time in the classroom. | 16.7 | 11.1 | 13.6 |
| d. Too much time between school and site. | 5.5 | 8.8 | 7.4 |
| e. Unorganized | 11.1 | 2.2 | 6.2 |
| f. ARC | 8.3 | 4.5 | 6.2 |
| g. Burdensome class assignments | 8.3 | - | 3.7 |
| h. Not delivering what student wants. | 2.8 | 4.5 | 3.7 |
| i. Not enough sites | - | 4.5 | 2.4 |

Reviewing these two tables one sees that students perceive the strengths of the project to be primarily in the out-of-school experiences and the weaknesses to be in the in-school experiences. The only differences between the students at each area were that more Cranston area students found the project to be unorganized and more Blackstone Valley area students found problems with the bus transportation.

The most frequent suggestions students offered for project improvement were to:

* organize the project better;
* provide more hands-on experiences;
* assure that sites do what they said they would;
* let site staff know more about the entire concept of EBCE;
* make the in-school class shorter;
* drop the ARC; and
* provide a study period.

Job Site Observations

The evaluators visited 20 of the job sites which were in use by EBCE students. These observations were performed so as to collect information on the actual physical arrangements of the site, the activities a student(s) was performing at the time of the visit and the type of supervision provided.

These observations were conducted during the months of March, 1978 and May, 1978 and arranged by the EBCE area coordinators.

The overall impression of sites visited was that students were given the opportunity to observe and participate directly in the day to day operations. Supervisors were generally cordial, interested in the project and the students' learning. There were problems however, at several sites which tended to stem from one of two areas. Either the students were uninterested in the site and what careers the site had to offer or the job site supervisor was ill-prepared as to what was expected of him/her and the site. There was also the problem at certain sites of students being limited in the experiences they might have. This was particularly true at sites where there was machinery, confidential records or health limitations.

Since the observation visit was "one-shot" in nature, the evaluator felt that those activities observed may not be indicative of the full range of activities the student would be experiencing on a long-term basis. However, since they were arranged by project staff beforehand we assume that to some degree what was observed was not the "run-of-the-mill" daily occurrence but something approaching a site's "best shot".

It appeared that students were getting a good deal out of the job site experiences. The benefits students derived went beyond the career information (which was the aim of the project) to information on particular job-related training programs, enrollment in these programs or institutions of higher education, and an actual job (part or full time).

A schedule to collect data on these job site observations was developed. The schedule was limited to collecting data on a site for only those activities and that atmosphere which occured or existed at the time of the visit. The instrument contained eight items which collected information on whether certain activities or components were present and apparent at the time of the visit. Table 25 presents a compilation of these items across 15 of the 20 sites visited. The remaining five, for various reasons, had no students present at the time of the visit so data could not be collected.

TABLE 25

Record of Resource Site Observation - *Numbers*

| Item | AREA | | | | | |
|---|---|---|---|---|---|---|
| | Cranston | | Blackstone Valley | | Both | |
| | Yes | No | Yes | No | Yes | No |
| a. Students were under direction of a learning supervisor. | 4 | 1 | 9 | 1 | 13 | 2 |
| b. Students were actively engaged in activities. | 5 | - | 7 | 3 | 12 | 3 |
| c. Activities were rich in interest level. | 4 | 1 | 8 | 2 | 12 | 3 |
| d. Activities provided meaningful facts, concepts, principles. | 5 | - | 9 | 1 | 14 | 1 |
| e. Coordinators demonstrated awareness and organization of site activities. | 5 | - | 8 | 2 | 13 | 2 |
| f. Employees observed generally appeared comfortable with students. | 5 | - | 8 | 2 | 13 | 2 |
| g. Coordinator was available to provide program feedback. | 5 | - | 6 | 4 | 11 | 4 |
| h. Site experience generally met exploration goals. | 4 | 1 | 7 | 3 | 11 | 5 |

The findings displayed in this table indicate that, in the opinion of the observer(s), the job sites tended to meet the criteria identified. On two of the items there were a number of sites not meeting the criteria. The coordinator not being present for feedback may have been the result of a personal situation on the day the site was visited. The fact that several sites failed to meet the exploration goals is reason for concern and further questioning.

EBCE Resource Opinion Survey

A Resource Opinion Survey was developed by the evaluator in order to collect information from all job sites. This information included such areas

as student performance, site offerings, satisfaction with the project, students and staff, and overall worth of EBCE. To facilitate the collection of these data items were developed to which job site people would respond using 5 point scales representing certain extreme concepts. The surveys were delivered to the sites by use of the mail and returned to the evaluator in the same manner. To increase the response rate, the survey was designed so that one need only fold it in half, staple it and drop it in the mail. Return postage was also provided. Forty-nine surveys were returned of the 117 that were mailed. The surveys were distributed and collected during the month of May, 1978.

## *SITE OFFERINGS AND ACTIVITIES*

The job site coordinator was asked to report on the extent to which he/she felt their site had succeeded in providing certain learning experiences to EBCE students. A list of experiences was provided and the job site coordinator was asked to respond to a 5 point scale indicating if the experience provided was "*A Great Deal*" to "*Not At All*". Table 26 shows the responses to this question.

TABLE 26

Resource Site Offering - *Mean* *

| Items | AREA | | |
|---|---|---|---|
| | Cranston | Blackstone Valley | Both |
| a. Learning about careers and jobs in your occupational area. | 1.9 | 2.3 | 2.1 |
| b. Learning what specific job skills are needed to function in your occupation(s). | 1.8 | 2.2 | 1.9 |
| c. Learning job searching skills. | 2.9 | 3.3 | 3.1 |
| d. Learning how to do a particular job. | 2.5 | 2.5 | 2.5 |
| e. Learning how to work with adults. | 2.2 | 2.7 | 2.4 |
| f. Learning what academic skills are needed to perform in your occupation(s). | 2.0 | 2.7 | 2.3 |

*Response Set: 1 = A Great Deal, 5 = Not At All.

A review of this table indicates that job site coordinators feel that each of these experiences are occurring to a substantial degree. The only one which was reported to be in the lacking covered the learning of job searching skills. This is understandable since employers are not in the habit of providing job searching instruction to employees but rather job performance and upgrading instruction. These job search skills are usually what is covered in school based career education programs.

Respondents were also asked to indicate the frequency of certain job site activities. A list of activities was provided and a 5 point scale ranging from "*Often*" to "*Never*" was provided. Table 27 displays the findings of this inquiry.

TABLE 27

Frequency of Site Activities - Mean *

| Items | AREA | | |
|---|---|---|---|
| | Cranston | Blackstone Valley | Both |
| a. Talking about jobs and careers. | 2.7 | 2.8 | 2.7 |
| b. Observing work activities. | 1.6 | 1.8 | 1.7 |
| c. Participating in actual work activities. | 2.4 | 2.4 | 2.4 |
| d. Talking about their personal interests or concerns. | 2.7 | 3.2 | 2.9 |

*Response Set: 1 = Often, 5 - Never

A review of this table shows that the identified activities were performed in a somewhat frequent manner. The opportunity for students to discuss personal interests or concerns and jobs and careers was less frequent. This implies that the job sites stressed the "doing" more than the "talking".

Since a number of activities were being offered and the frequency of activities was high one must surmise that the job site coordinator was exerting a good deal of effort on behalf of the project. This implies a high level of committment both initially and during the operation of job sites.

The job site coordinators, when asked to indicate whether they felt these activities were following the structure outlined at the outset by them and the project staff, overwhelmingly responded in the positive. There were few surprised employers. When asked if the

amount of time needed for EBCE was more or less than expected, the mean answer was 2.9 on a 5 point scale representing "A *Lot More*" to "A *Lot Less*". The means for the two areas were 3.0 for Cranston and 2.7 for Blackstone Valley. This indicates that overall job site coordinators felt that the effort needed was that which was anticipated. However, those job site coordinators from the Blackstone Valley area tended to spend more than the expected amount of time.

*SITE'S SATISFACTION*

Respondents were asked to report their overall satisfaction with EBCE students and project staff. A series of questions were included in the survey which required that the job site coordinators respond to a 5 point scale ranging from "*Always Satisfactory*" to "*Never Satisfactory*". The items questioned activities which a job site coordinator would normally encounter and communications the project would direct toward him/her. Table 28 displays the responses to one of these questions which dealt directly with satisfaction with EBCE students.

Upon reviewing this table one finds that coordinators are generally satisfied with the EBCE students they have encountered. Respondents from the Blackstone Valley Area had some problems with the preparation of students but this did not emerge as a major problem.

The employers from the Cranston Area who identified dissatisfaction in the "other" category encountered students who were not interested in the occupations at the site. They displayed this disinterest through high absenteeism and apathy.

Job site coordinators were also asked to rate their satisfaction with the staff of the EBCE project that they encountered. The response set for these items was the same as above. Table 29 displays the findings of this inquiry.

TABLE 28

Resource Site Satisfaction with EBCE Students - *Mean* *

| Items | AREA | | |
|---|---|---|---|
| | Cranston | Blackstone Valley | Both |
| a. Reliability in keeping commitments. | 2.1 | 2.3 | 2.2 |
| b. Student attendance. | 2.4 | 2.4 | 2.4 |
| c. Behavior at site. | 1.5 | 1.5 | 1.5 |
| d. Preparation before starting site experience. | 2.5 | 2.7 | 2.6 |
| e. Interest in site activities. | 2.1 | 2.2 | 2.2 |
| f. Other. | 3.5 | 2.7 | 3.0 |

*Response Set: 1 = Always Satisfactory, 5 = Never Satisfactory

TABLE 29

Resource Site Satisfaction with EBCE Staff - *Mean* *

| Items | AREA | | |
|---|---|---|---|
| | Cranston | Blackstone Valley | Both |
| a. Their help in planning student site activities | 2.1 | 1.9 | 2.1 |
| b. Their assisting with student problems. | 2.1 | 2.3 | 2.1 |
| c. Their reporting to you of student progress. | 2.8 | 3.1 | 2.9 |
| d. General information about the operations of the EBCE project. | 1.9 | 2.1 | 1.9 |
| e. Other | 3.0 | 1.0 | 2.3 |

*Response Set: 1 = Always Satisfactory, 5 = Never Satisfactory.

This table indicates that, and similar to students' responses, the employers tend to be satisfied with the project staff. The one problem area was to item "c" which covers the reporting of student progress back to the job site. Staff from both Areas tended to be remiss in this function. The dissatisfaction displayed by Cranston Area employers in the "other" item centered on the reporting of absenteeism and follow-up of "no-shows".

The reader should be aware that not all sites had contact with all EBCE students or all EBCE staff. Consequently the responses to these items reflect only selected contact with several individuals. The value in looking at these data/perceptions comes from the fact that we are looking at one-to-one or one-to-several contacts over a wide range of sites. This wide range makes it possible to draw some conclusions since it does represent contact with the majority of students and all staff.

The evaluator was interested in collecting more information on the area of project-site contact/communication. The job site coordinator was asked to report the frequency of certain project-to-site communications. When asked how many visits were made by EBCE staff the overall response from the majority was between "none" and "one to three" visits. Cranston Area employers reported less contact than Blackstone Valley Area employees.

When asked how often EBCE staff contacted them by telephone the overall response from the majority was "once a quarter". Again, the Cranston Area employers reported less frequency of contact than the Blackstone Valley Area employers.

When asked how many letters or other personal communications from staff had been received the overall response from the majority was ıree or four". The two Areas tended to be equal on this item.

When asked how many printed flyers or other informational material had been received, the overall response from the majority was "one or two". Blackstone Valley Area job site coordinators reported less such material received than the Cranston Area respondents.

The respondents, both overall and by individual Area indicate that in-person contacts between site and project are few and infrequent. The tendency is to communicate by telephone or mail. Comparing these findings with the responses on satisfaction one can surmise that the employers believe these infrequent contacts to be sufficient for operation of the project.

To further substantiate employer satisfaction with the project, a question was asked whether they planned to continue participating in the coming school year. Table 30 displays the responses to this question.

TABLE 30

Job Site Participation in FY 79 - *Percent*

| Response | AREA | | |
|---|---|---|---|
| | Cranston | Blackstone Valley | Both |
| Yes | 55 | 76 | 63 |
| No | 14 | - | 9 |
| Unsure | 31 | 24 | 28 |

The majority of respondents noted that they would continue to participate. However, there were a large percentage of sites who were unsure and in the Cranston Area, a large percentage who would definitely not participate. This is a puzzling finding in light of the high marks displayed above in terms of satisfaction with the project. One can only surmise that this desire to disassociate with EBCE may be due to problems which are internal to the site and not project related.

Despite the fact that there was some indication that sites would not continue to participate, of those who did there was displayed a good deal of enthusiasm. Respondents were asked whether they would like to see their role in EBCE expand or diminish. Table 31 shows the responses to this question.

TABLE 31

Job Site Change in Participation in FY 79 - Percent

| Response | AREA | | |
|---|---|---|---|
| | Cranston | Blackstone Valley | Both |
| Increase | 29 | 27 | 28 |
| Decrease | 4 | - | 3 |
| Remain the same | 67 | 73 | 69 |

The majority wish to see their role remain as it was this past year. However, there was a strong interest on the part of many sites to increase their participation in the project. This expansion was not elaborated

so it may reflect taking on more students, expanding the curriculum, participating in other project functions, etc.

Respondents were asked to speculate for a moment on how desirable an experience EBCE was for them, their organization and, if possible, for the students they encountered. A 5 point scale ranging from a *"Very Desirable Experience"* to a *"Very Undersirable Experience"* was provided so that responses would be uniform. Table 32 presents the results of these rankings.

TABLE 32

Resource Site Rating of the EBCE Experience - *Percent*

| Person | AREA | | |
|---|---|---|---|
| | Cranston | Blackstone Valley | Both |
| By You | 2.0 | 2.1 | 2.0 |
| By Your Organization | 2.0 | 2.1 | 2.0 |
| By Students | 1.8 | 1.9 | 1.9 |

*Response Set: 1 = Very Desirable Experience,
5 = Very Undesirable Experience.

The findings indicate that the majority of job site coordinators found EBCE participation to be desirable for all persons involved. There was little variation between the Areas on this perception.

*IMPORTANCE OF EBCE*

The majority of items on this survey asked the job site coordinators to answer questions about their direct experience with the project. There was one question which asked them to reflect on what they believed to be the importance of site placements in the education of students. A number of items were provided and a 5 point scale was provided which ranged from *"Very Important" to "Not Important"*. Table 33 presents the responses of job site coordinators to this question.

TABLE 33

Resource Site Importance - *Mean**

| Items | Cranston | Blackstone Valley | Both |
|---|---|---|---|
| a. Providing new learning experiences. | 1.5 | 1.3 | 1.4 |
| b. Providing career information. | 1.6 | 1.5 | 1.6 |
| c. Helping students better comprehend the world of work. | 1.7 | 1.6 | 1.7 |
| d. Developing a school to work relationship. | 2.1 | 2.1 | 2.1 |
| e. Participating in a community program. | 2.2 | 1.9 | 2.1 |
| f. Increasing the community's awareness of my organization. | 2.6 | 1.8 | 2.3 |
| g. Providing a source of contact with potential employees. | 2.6 | 2.2 | 2.4 |
| h. Other. | 1.0 | 3.5 | 2.3 |

*Response Set: 1 = Very Important, 5 = Not Important.

The resource site people tend to agree that the job site experience provided to students through EBCE is important as identified by all the listed reasons. Interesting points brought out by these responses are that Cranston Area employers tend to see the direct benefits of EBCE to their organization (i.e., items "e", "f" and "g") as less importance than the Blackstone Valley Area employers. However, both groups view these benefits as less important than those derived by students.

*STRENGTHS AND WEAKNESSES*

The job site coordinators were given the opportunity to convey in an open-ended fashion, what they felt to be the strengths and weaknesses of the EBCE project. The major strengths that were reported dealt with the opportunity it gave students to have "career awareness" instruction by means of "first hand job insight" and "overall exposure" to jobs. The major weaknesses that job site coordinators expressed were that students had not enough time at sites, were not present at the site when scheduled, were not properly screened and that some students lacked enthusiasm.

Employers were also urged to give suggestions of how they felt the project might be improved or changed. The more prevalent suggestions were to increase the amount of time students spent on-site, to have better supervision of students while on-site, give more flexibility in student schedules and develop a list of entry level competencies that students must meet before being placed on site.

In general employers tended to express favorable views about their experience with EBCE this year. Most were impressed sufficiently with the project and its students that they will continue on next year. There was, however, some misunderstanding on the part of both students and employers as to the main intent of EBCE. Granted exploration in a career

of student interest is important but world-of-work exposure is primary. Many students and employers alike, still do not fully understand this.

Classroom Observation

The evaluators visited several EBCE classrooms (both Career Exploration and ARC) during the course of the project year. The purpose of this visit was to collect specific data on the classroom's environment and atmosphere. The evaluators did not directly interrupt daily operations and only observed activities. An observation instrument was developed and used by the observers so that the data collected from each class would be somewhat consistent. These observations were performed between the months of February, 1978 and June, 1978 and arranged by the EBCE School Coordinators at each school.

In the ARC sessions observed the main methods used were discussions, completion of workbook exercises and writing essays and paragraphs. The classes observed included both math and English. The topics covered, therefore, included probability theory, difference between salaries and wages, career decision making, futuristic occupations, etc.

In general, the ARC instructors were making a valid attempt to impart the academic skills (assigned to them) to the students in a manner or context which was directly reflective of the world of work. The classrooms visited had available a wide range and variety of commercially prepared materials which were used in classroom activities and also available for students as resources.

The Career Guidance/Counseling classes that were observed were conducted primarily as discussion groups. These classes had a set EBCE curriculum which could be followed but it was not mandated. Most

instructors and students used the curriculum guide as a resource from which information and exercises could be drawn. Some of these classes were conducted as question/answer periods while others had specific activities assigned such as developing time lines or filling out career cluster information. In two instances observed, students used the class time to react to their job site visitations.

There were a number of topics discussed during these sessions. Some were general in their relation to careers such as sex stereotyping or developing job analysis forms. However, many of the topics were specific to the school or individual student. Examples of these are selection of cluster choices, newsletter articles, preparing class schedules and self evaluations. Such classes were usually held by the school coordinator at each sending school. This person usually was a guidance counselor at the school so that guidance/counseling methods, techniques and concepts were not foreign.

There were a number of commercially prepared materials available in these classes in addition to the "Career Clarification Program" developed for EBCE by RBS.

For both the ARC and Career Guidance/Counseling sessions students were receiving academic credit toward their graduation.

In general, the ARC classes seemed to be the weakest part of the EBCE project. They were weak both from the standpoint that not many schools showed interest in conducting such classes and also where they existed, the support for such an activity, in the school, was meager.

The actual physical facility of a classroom was also rated by the observer. The only area where there proved to be some lack was in their being enough chairs for students. Otherwise the rooms made

available for ARC and counseling sessions were quite adequate. In fact, the observers were asked to give the facility an overall rating of excellent to poor. All sites received "excellent" ratings except two which were given ratings of "good".

Student Interviews

In order to obtain certain information on aspects of EBCE that were not covered in the Student Opinion Survey, in person interviews were conducted. The students interviewed were selected at random from the ARC or Career Counseling classes. The interviews were held on a one-to-one basis apart from the classroom.

In total there were 56 students interviewed. Nineteen of these were seniors and 37 were juniors. From the Cranston Area there were 22 students interviewed and the Blackstone Valley Area had 34 students interviewed.

Students were asked to recall the occupation(s) they were interested in prior to enrolling in EBCE and in what occupation(s) they currently were interested. The occupations identified both early and later covered all clusters within EBCE. However, 32 of the students interviewed indicated the same occupation(s) both initially and after participating. This finding substantiates the similar finding of the SDII.

Students also felt that they were generally well prepared prior to their first experience at a site. There were, however, a number (6) who felt they were only sometimes prepared and a larger number (12) who felt that they were not at all prepared. The students, however, generally felt that the sites were only sometimes prepared for their visit. A number felt that the sites were well prepared (21) and some (5) felt they were not well prepared. These findings substantiate the responses

of job site supervisors on the ROS. Employers generally felt that students were well prepared but often were operating their EBCE experience on a day-to-day basis.

Students were asked the number of sites they visited while participating in the project. The responses range from one to twenty. The majority visited either 4, 5 or 6 separate sites. The occupations observed at these sites covered the full gamit of clusters. The more commonly observed occupations were *office workers, therapists, cafeteria workers, parks and recreation workers, manufacturing workers, social service workers, travel agents, police, hotel personnel, teachers, and retail clerks.*

Students were asked to reflect on the job site which they felt served their purposes best in terms of their main interests. These students were then asked to speculate why they felt the one chosen was so meaningful to them. The most common responses were *the people were nice, the people were helpful, they learned new things, these were the sites that were best prepared, there was lots of hands-on, the work was interesting, and they were able to perform.*

Conversely, students were asked to reflect on their worst job site experience. When asked the reason why these were selected the most common responses were *the site was boring, the site was unaware they were coming, the site was unprepared, and there was nothing to do at the site.*

In summation, the students tended to like sites because they were treated as individuals and they were given something meaningful/interesting to learn. Likewise, they tended to dislike sites that displayed traits opposite to those mentioned above.

Students were asked to discuss the guidance/counseling component of EBCE. When asked how often they participated in individual counseling sessions with the EBCE school coordinator, the majority of students (15) reported no such sessions. Of those students reporting having participated in some, the majority indicated either two (7) or four (5) meetings. When asked how often they participated in group counseling sessions with other EBCE students the majority of students (24) indicated such sessions occurred once every 2 weeks. However, all of these students were from the Blackstone Valley Area. The majority of Cranston Area students offered no answer. When asked to decide which of these two types they considered to be the more valuable, 27 selected the group and 17 selected the individual. Their reason for selecting either was because the group sessions *allowed them to tell about the sites, gave everyone a chance to voice an opinion, and get more knowledge of other careers.* The individual sessions *helped students make decisions and allowed them to spend more time on their interests.*

When students were asked to discuss the ARC component of the project the majority of students (32) indicated that this consisted only of ARC English, while some (5) reported ARC math was included. A sizable number (14) reported that they experienced no such class.

The RBS-EBCE model does not intend that these three components be separate entities, so students were asked whether they understood and could see the relationship that each had to one another. The majority (41) indicated that they could, while (14) could not. Of those who said they could see the relationship most felt that they could only see the relationship between the Career Counseling and Career Exploration components. These findings substantiated the findings of

the ROS and the SOS in that the ARC component was not viewed as a strong contributor to the success of EBCE.

Finally, students were asked to reflect on the type and quality of information they received both before enrolling and while in the project. The majority of EBCE students (44) reported that the information they obtained while in school was realistic to what was observed at the job site. There were, however, a number (8) who felt that this information was realistic only some of the time and some (5) who felt it was not realistic at all. Further inquiry into this found that the students who were satisfied with the pre-information were so because it gave them some ideas about what the world of work was like that could be tested out. For example, students found the sex bias, job satisfaction/dissatisfaction, employee responsibility and employee characteristic information was all rather accurate while at job sites.

When students were asked whether the recruitment information they were given prior to enrolling in EBCE was accurate there appeared to be a somewhat even distribution between those feeling their expectations were met and those feeling their expectations were not met.

Students were given the opportunity to make suggestions for the improvement of EBCE. The most commonly offered suggestion was to *have sites which were better developed and monitored.* Other suggestions, each of which offered by a substantial number of students were *more hands on, more time at certain sites, improve transportation, get rid of bad sites, get rid of math and have more study periods.*

The overall impression the evaluator received from the interviews was that students tended to enjoy the exploration opportunities as long as they were well planned and prepared. Given an unprepared or "boring"

site their enthusiasm quickly waned. Students generally saw the in-school component as being complementary and valuable to the on-site component. However, most students felt that the academic component did not contribute very much to the project.

Graduate Course Participant Survey

During the first semester of project operation the EBCE staff offered courses for teachers from the EBCE sending schools. These courses were designed to provide information to teachers which would help them understand the concept and intent of EBCE and to be able to implement such a program in their school. This evaluator developed a survey to collect specific information from those who participated. The survey was designed so that respondents would complete the instrument, fold it in half, fasten and mail. The survey was pre-addressed and stamped for respondent ease.

The purpose of the survey was to collect perceptual data on course structure and operation. Approximately 60 surveys were mailed and only 10 were returned. Although the return rate is not high enough to represent a sample sufficient to draw definitive conclusions, the data collected can be helpful in future planning of such courses. The reader should realize that three separate courses were conducted simultaneously by three different instructors. The collection and reporting of data is not separated by instructor so that respondent confidentiality could be maintained and no judgements about teacher effectiveness could be drawn.

Respondents were asked to reflect on the awareness they had of certain course components. They were simply asked to respond in the affirmative or negative depending on their awareness. Table 34 presents

the findings of these questions. A review of this table notes that most respondents indicated that they were aware of these aspects of the course.

TABLE 34

Awareness of Course Components - *Percent*

| Component | RESPONSE Yes | No |
|---|---|---|
| 1. Objectives and goals | 60 % | 40 % |
| 2. Purpose of In-Class Activities | 60 % | 40 % |
| 3. Purpose of Out-of-Class Activities | 80 % | 20 % |

There were, however, a substantial number who were not fully aware.

Respondents were asked to assess the extent to which they learned something about certain areas outlined in the course curriculum. The survey provided a four point scale which represented a response set of *a great deal to nothing*. Table 35 displays the responses to these items.

TABLE 35

Amount Learned on Specific EBCE Topics - *Percent**

| ITEM | DATA n | DATA $\bar{x}$ |
|---|---|---|
| a. What Career Education means | 10 | 1.7 |
| b. The component parts of the Far West EBCE Model | 10 | 2.4 |
| c. The component parts of the RBS-EBCE Model | 10 | 2.1 |
| d. The component parts of the Appalachian EBCE Model | 10 | 2.5 |
| e. The component parts of the Northwest EBCE Model | 10 | 2.5 |
| f. The component parts of the Rhode Island EBCE Model | 10 | 1.3 |
| g. How to conduct a job/resource site development | 10 | 1.7 |
| h. Self assessment techniques | 10 | 2.2 |
| i. How to establish and operate an Academic Resource Center | 10 | 2.5 |

*Response Set 1 = a great deal, 4 = nothing

A review of this table indicates that the courses tended to focus on the RI experience and in particular the job site development. The remaining components and models were left lacking. The interesting finding the response to item "i" which indicates a lack of coverage of the ARC component. This adds more understanding as to why this component of EBCE has come up weak in all observations and questionings thus far.

Respondents were asked to rate their perception of the effectiveness of the presentations. The majority of respondents (60%) indicated that they were effective sometimes. The remainder were divided by 20% indicating the presentations were effective and 20% indicating they were not. When asked to offer suggestions for improvement, the responses were:

*provide AV presentations of EBCE in action
*more help in developing job-sites
*give examples of other models rather than readings
*less lecture, more on-site and
*more guest speakers.

When asked if they felt their instructor was adequately prepared 40% felt he/she was well prepared, 50% felt he/she was adequately prepared but lacking and 10% felt he/she was poorly prepared. However, 90% felt their instructor possessed an adequate understanding of the operation of EBCE in R.I.

When asked if the courses met their individual needs, 20% felt it did, 60% felt some of the content did and some did not, and 20% felt the sessions did not meet their needs. Likewise, when asked if the instructor spent sufficient time on topics, 20% said sufficient time was spent on most topics and 40% felt that sufficient time was spent on few topics. Respondents provided suggestions as to which topics they would have liked covered in more detail. These were:

*the findings at particular sites,
*the relationship of academics to sites,
*how to set up and maintain an ARC,
*career development through specialization,
*decision-making through group process,
*how to help students choose careers,
*how EBCE can benefit students, teachers and employers,
*how industry and business can be brought into the classroom, and
*the role of the average teacher in EBCE.

To expand on the above question, respondents were asked to indicate topics they would have liked to discuss. Those who responded yes listed these suggestions:

*more site development techniques,
*specific employment opportunities in R.I.,
*values and the career decision making process, and
*slide presentation of EBCE working site.

When respondents were asked to assess the extent to which they felt prepared to participate in an EBCE project the majority (80%)

indicated that they felt they were, but only with additional training. The remainder had one individual who felt completely prepared and one who felt unprepared.

CONCLUSIONS: *All levels of clients and staff associated with the EBCE project were surveyed, observed and interviewed. This was performed in order to collect as much information as possible dealing with the operation and perceptions held by people of the EBCE project. The data collected by the Student Opinion Survey, the job site observations, the Resource Opinion Survey, the classroom observations, the student interviews and the Graduate Course Participant Survey gave an abundance of information on the project. However, each one collected certain data on certain EBCE aspects. Consequently, an instrument-by-instrument summary will follow. 1) The SOS found that students entered the EBCE project with the main intent of receiving career information and job exposure. This is what they received from the project. Students were disappointed that they were not always able to visit sites with jobs of direct interest to them. Students felt that the academic component was rather lacking and ineffective. 2) The job site observations discovered that most sites were effective and meeting the needs of project and student. However, there were a number of sites which were experiencing problems and with which students experienced problems. 3) The ROS found that employers were generally pleased and satisfied with their EBCE participation. The areas which seemed to need work was in the pre-site preparation of students and the communication between site and school. 4) The classroom observations showed the ARC classes to be the weak link in the EBCE project. Instructor enthusiasm for EBCE in the schools in general was either non-existent or severely lacking. Classrooms were well equipped with commercially prepared materials but their use level was low. 5) The student interviews revealed that students were generally pleased with the career exploration component (as long as they were placed at a "good" site), indifferent about the career counseling component and generally down on the ARC component. 6) The GCPS found that instructors who took the course found a good deal of faults and room for improvement. The courses focused on the R.I. project and job site development. All other topics were treated superficially. In spite of this, participants showed a need for and desire to participate in more in-service training.*

*In conclusion, the evaluator feels that there exists a good deal of enthusiasm for the EBCE project in the people involved. However, the evaluator also senses that there exists a good deal of enthusiasm in the people who have not as yet been involved. This enthusiasm, in general, has not been adequately recruited or tapped.*

RECOMMENDATION #13: JOB SITE SUPERVISORS APPEAR TO BE SATISFIED WITH THEIR PARTICIPATION IN THE EBCE PROJECT. PERHAPS IT MIGHT BE WISE TO HAVE A BROCHURE DEVELOPED WITH PICTURES AND TESTIMONIALS FROM THE MOST SATISFIED INDIVIDUALS. GIVEN A HIGH DEGREE OF COMMERCIAL APPEAL, THIS BROCHURE COULD BECOME A STRONG RECRUITMENT DEVICE FOR EXPANDING THE JOB SITES AVAILABLE.

RECOMMENDATION #14: THERE APPEARS TO BE LITTLE OR NO COMMUNICATION AMONG EITHER EBCE STUDENTS OR EBCE INSTRUCTIONAL STAFF FROM COMMUNITY-TO-COMMUNITY. PERHAPS A FORMAL SYSTEM OF SHARING MIGHT BE DEVELOPED SO AS TO SPREAD NEWS AND METHODOLOGIES. IT WOULD SEEM APPROPRIATE FOR THERE TO EXIST TWO SEPARATE INSTRUMENTS. ONE WOULD BE DEVELOPED BY AND FOR EBCE STUDENTS (E.G., THE EXISTING EBCE NEWSLETTER.) THE OTHER WOULD BE DEVELOPED FOR EBCE INSTRUCTORS USING ARTICLES AND INPUT FROM THEM. THIS COULD BE EXPANDED TO INCLUDE AN ADDITIONAL NEWSLETTER DEVELOPED BY AND FOR EBCE JOB SITE PERSONNEL.

RECOMMENDATION #15: IT APPEARS THAT ALL STAFF AND STUDENTS INVOLVED WITH EBCE THIS YEAR HAVE BEEN EMPHASIZING THE NEGATIVE ASPECTS AND PROBLEMS OF THE PROJECT. THE FACT IS THAT THIS YEAR EBCE HAS SHOWN ITSELF TO BE A VIABLE AND WORKABLE EDUCATIONAL PROJECT. THIS PROJECT HAS DRAWN ENTHUSIASM AND PRAISE FORM STUDENTS AND EMPLOYERS ALIKE. HOWEVER, THE ATTIIUDES WHICH PREVAIL AMONG FACULTY WITHIN MOST (IF NOT ALL) OF THE SECONDARY HIGH SCHOOLS IS ONE OF APATHY OR NON-INVOLVEMENT. THE PUBLICIZING AND SELLING OF EBCE TO OTHER FACULTY AND STUDENTS MUST BEGIN BY THE FACULTY ALREADY INVOLVED. THIS EVALUATOR FEELS THAT THE EBCE STAFF HAS NOT DONE ENOUGH TO INSTILL A SUFFICIENT UNDERSTANDING IN THESE TWO GROUPS AS TO THE MAGNITUDE OF INFLUENCE THEY HAVE ON THEIR RESPECTIVE GROUPS. THIS INFLUENCE CAN BE BOTH NEGATIVE AND POSITIVE. TO DATE ONLY THE NEGATIVE EFEECTS HAVE SHOWN THEMSELVES.

RECOMMENDATION #16: THIS YEAR THE EBCE STUDENT BODY BEGAN TO THINK OF ITSELF AS AN ENTITY APART FROM THE TOTAL STUDENT BODY. ACTIVIITES WERE SPONSORED FOR EBCE STUDENTS ALONE. PERHAPS, THE EBCE STUDENTS AND

FACULTY MIGHT FURTHER EXPLOIT THIS SEPARATION, WHILE AT THE SAME TIME PROVIDE A DIRECT BENEFIT TO THEIR SCHOOLS. FIELD TRIPS TO JOB SITES COULS BE ARRANGED AND CONDUCTED BY EBCE STUDENTS FOR NON EBCE STUDENTS. LIKEWISE, FIELD TRIPS OR IN-SERVICE SESSIONS COULD BE HELD FOR EBCE FACULTY FOR NON-EBCE FACULTY.

# CONCLUSIONS

The Rhode Island Department of Education/Bureau of Vocational Education has just completed the second year of operating an educational program which is both school and community based.

The EBCE project off red to students three educational experiences--counseling, exploration, and academics. Although, the last of these were not covered by all schools, the test scores of EBCE students indicate that their academic achievement was not hindered by EBCE participation.

The strong component of the project proved to be Career Exploration. Staff, students, and employers all agree that this component singly made project participation satisfying and worthwhile. The Career Counseling component proved to be helpful to students in sharing ideas and experiences. The students tended to value this activity as an opportunity for self growth. The Academic Resource Center component was not adopted by all schools. In those schools where it was adopted, some had English and math, some only English or math classes. Students indicated that EBCE affected their academic achievement the least. Employers noted that they saw the project as helping students the least in the academic skill areas. These findings are understandable due to the priority given EBCE academics.

Employers, in general, tended to express satisfaction with their association and the large majority indicated that they wanted to continue participating next year. Some of these employers even expressed a desire to expand their level of participation.

In general, students indicated satisfaction with this year's program. A review of the test records indicates that students tended to show gains (some significant gains, some not) in all areas. However, the major gains which

students reported were non-measurable. The opportunity to *see* and *participate* in those things they had previously only *heard* or *read* about was what students found most rewarding about EBCE. Although students gained in career information, decision making skills and job skills, it was the ability to learn through doing that students held as the main asset.

Although the project was not successful in meeting all of its objectives this year, it was successful in accomplishing a number of things. The EBCE project operated by 2 area supervisors, and 2 curriculum developers and clerical staff were able to operate a project that:

--was successful in giving both in-school and out-of school learning experiences to approximately 175 students;

--was able to combine the resources of seven school districts into one effort;

--was able to operate a project that, in some cases once every two weeks and in some cases twice every week, placed approximately 175 students at job sites;

--was very successful in recruiting and developing a large bank of employers who would be willing to contribute their time and resources with no direct material benefit being realized;

--was able to form an advisory board who are representative of the community and willing to expend high levels of energy for the project;

--was able to devise a plan for the eventual assimilation of the EBCE concept into RI LEA's at minimal cost.

# APPENDICES

# APPENDIX A

## STUDENT OPINION SURVEY

# EBCE

## EXPERIENCE-BASED CAREER EDUCATION

STUDENT SURVEY

Name_____

School_____

This survey has been designed in order to collect information from you which will assist us in altering and planning future EBCE activities, both in your school and in other schools around the city and state.

The survey is meant to give you an opportunity to express your opinions about the Experience-Based Career Education (EBCE) project in your school. Please understand that there are no right or wrong answers to these items. Your thoughts, opinions and feelings are the important things. Your answers will help us determine how the project is doing and where it might need improvement.

*Thank you in advance for your cooperation.*

1. How did you like school this year? (Please select one and place the letter in the box to the right.)

a. I disliked almost everything about it.

b. I disliked it more than I liked it.

c. I liked and disliked it about equally.

d. I liked it more than I disliked it.

e. I liked almost everything about it.

2. Which of the following were important reasons why you enrolled in the EBCE project? (Please circle a number for each item.)

| | Not At All Important | | | | Very Important |
|---|---|---|---|---|---|
| a. To develop plans for after high school. | 1 | 2 | 3 | 4 | 5 |
| b. To have more individual attention. | 1 | 2 | 3 | 4 | 5 |
| c. To make new friends. | 1 | 2 | 3 | 4 | 5 |
| d. To find out more about careers. | 1 | 2 | 3 | 4 | 5 |
| e. To get out of school for a while. | 1 | 2 | 3 | 4 | 5 |
| f. To get trained in a job. | 1 | 2 | 3 | 4 | 5 |
| g. To find out more about my own values, interests, needs, and goals. | 1 | 2 | 3 | 4 | 5 |
| h. To get help in finding a job. | 1 | 2 | 3 | 4 | 5 |
| i. To get into a program different from regular school. | 1 | 2 | 3 | 4 | 5 |
| j. To get away from problems in school. | 1 | 2 | 3 | 4 | 5 |
| k. To find a part or full-time job. | 1 | 2 | 3 | 4 | 5 |
| l. To have learning experiences outside of the classroom. | 1 | 2 | 3 | 4 | 5 |
| m. To work with adults in the community. | 1 | 2 | 3 | 4 | 5 |
| n. To have more responsibility and independence. | 1 | 2 | 3 | 4 | 5 |

3. Did the EBCE project give you the opportunity to do the following things this year? (Please circle a number for each item.)

| | Definitely No | | | | Definitely Yes |
|---|---|---|---|---|---|
| a. Find out more about your career related interests, abilities and values. | 1 | 2 | 3 | 4 | 5 |
| b. Matching what you know about yourself with career possibilities. | 1 | 2 | 3 | 4 | 5 |
| c. Learn more about careers. | 1 | 2 | 3 | 4 | 5 |
| d. Learn more about academic subjects. | 1 | 2 | 3 | 4 | 5 |
| e. Make an adult decision about your future. | 1 | 2 | 3 | 4 | 5 |

4. To what degree were you made responsible for the following? (Please circle a number for each item.)

| | Very Little | | | | Very Much |
|---|---|---|---|---|---|
| a. Planning your own activities. | 1 | 2 | 3 | 4 | 5 |
| b. Managing your own time. | 1 | 2 | 3 | 4 | 5 |
| c. Judging your own behavior and performance. | 1 | 2 | 3 | 4 | 5 |
| d. Your actions. | 1 | 2 | 3 | 4 | 5 |
| e. Getting to the job site. | 1 | 2 | 3 | 4 | 5 |

5. Below are a number of different parts of the EBCE program. How successful was each one in helping you learn what you wanted or needed to learn? (Please circle a number for each item.)

| | Not Successful | | | | Very Successful |
|---|---|---|---|---|---|
| a. Visiting job/resource sites. | 1 | 2 | 3 | 4 | 5 |
| b. Improving academic skills. | 1 | 2 | 3 | 4 | 5 |
| c. Learning about possible careers. | 1 | 2 | 3 | 4 | 5 |
| d. Group meetings with EBCE students. | 1 | 2 | 3 | 4 | 5 |
| e. Visiting speakers. | 1 | 2 | 3 | 4 | 5 |
| f. Learning about oneself. | 1 | 2 | 3 | 4 | 5 |
| g. Using the prepared materials. | 1 | 2 | 3 | 4 | 5 |
| h. Planning a future career(s). | 1 | 2 | 3 | 4 | 5 |
| i. Learning to make decisions. | 1 | 2 | 3 | 4 | 5 |
| j. Individual meetings with EBCE staff. | 1 | 2 | 3 | 4 | 5 |
| k. Materials available in the resource center/room. | 1 | 2 | 3 | 4 | 5 |

Thinking back over your experience in EBCE this year, who was the Job Site Coordinator or Resource Person who was the most meaningful and important for you. Please answer the following questions about this person.

6. How much time did you spend with this person at the job site? (Please check just one.)

Less than 5 hours_____ 6-10 hours_____ 11-20 hours_____

21-40 hours_____ More than 40 hours_____

7. During these times which of the following activities did you usually do? (Please circle a number for each item.)

| | Not at All | | | | Quite Often |
|---|---|---|---|---|---|
| a. Talk about job and careers. | 1 | 2 | 3 | 4 | 5 |
| b. Observe work activities. | 1 | 2 | 3 | 4 | 5 |
| c. Participate in work activities. | 1 | 2 | 3 | 4 | 5 |
| d. Apply academic skills. | 1 | 2 | 3 | 4 | 5 |
| e. Talk about personal interests and issues. | 1 | 2 | 3 | 4 | 5 |
| f. Other activities (please elaborate). | 1 | 2 | 3 | 4 | 5 |

_____

_____

8. As a result of being in the EBCE project how much did you learn about or improve on the following. (Please circle a number for each item.)

| | Nothing | | | | A Lot |
|---|---|---|---|---|---|
| a. Range of careers and jobs open to me. | 1 | 2 | 3 | 4 | 5 |
| b. How to plan a career. | 1 | 2 | 3 | 4 | 5 |
| c. Job seeking skills. | 1 | 2 | 3 | 4 | 5 |
| d. How to do a particular job. | 1 | 2 | 3 | 4 | 5 |
| e. Reading skills. | 1 | 2 | 3 | 4 | 5 |
| f. Writing skills. | 1 | 2 | 3 | 4 | 5 |
| g. Math skills. | 1 | 2 | 3 | 4 | 5 |
| h. Listening and speaking skills. | 1 | 2 | 3 | 4 | 5 |
| i. Thinking through and speaking skills. | 1 | 2 | 3 | 4 | 5 |
| j. Working with other students. | 1 | 2 | 3 | 4 | 5 |
| k. Working with adults. | 1 | 2 | 3 | 4 | 5 |
| l. Accepting many different ideas and backgrounds of people. | 1 | 2 | 3 | 4 | 5 |

9. Please tell us three ways that you have changed as a result of your school experiences this year.

1. _____

2. _____

3. _____

10. Now that you have had some time to experience the EBCE project, what do you think are its major strengths and weaknesses?

| Strengths | Suggestions |
|---|---|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

| Weaknesses | Suggestions |
|---|---|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

# APPENDIX B

## RESOURCE OPINION SURVEY

# EBCE

## EXPERIENCE-BASED CAREER EDUCATION

### RESOURCE OPINION SURVEY

Name_____

Business/Agency/Industry_____

During the current school year you and your company have been participating in a new educational program in Rhode Island - Experience Based Career Education (EBCE). Your contribution to students as a resource have been crucial in making the program possible. EBCE project staff need your perceptions to assist in planning the future of EBCE programs in Rhode Island.

Would you please take a few minutes to fill out this survey. After completion please fold, staple and drop it in the mail. For your convenience the survey has been pre-addressed and stamped.

All information will be treated confidentially. Neither your name or company will be associated with your responses.

*Thank you in advance for your cooperation in this matter.*

1. To what extent has your site been able to offer EBCE students the following learning experiences? (Please circle a number for each item.)

| | A Great Deal | | | | Not at All |
|---|---|---|---|---|---|
| a. Learning about careers and jobs in your occupational area. | 1 | 2 | 3 | 4 | 5 |
| b. Learning what specific job skills are needed to function in your occupation(s). | 1 | 2 | 3 | 4 | 5 |
| c. Learning job searching skills. | 1 | 2 | 3 | 4 | 5 |
| d. Learning how to do a particular job. | 1 | 2 | 3 | 4 | 5 |
| e. Learning how to work with adults. | 1 | 2 | 3 | 4 | 5 |
| f. Learning what academic skills are needed to perform in your occupation(s). | 1 | 2 | 3 | 4 | 5 |

2. Could you please tell us how often EBCE students performed the following activities at your site? (Please circle a number for each item.)

| | Often | | | | Never |
|---|---|---|---|---|---|
| a. Talking about jobs and careers. | 1 | 2 | 3 | 4 | 5 |
| b. Observing work activities. | 1 | 2 | 3 | 4 | 5 |
| c. Participating in actual work activities. | 1 | 2 | 3 | 4 | 5 |
| d. Talking about their personal interests or concerns. | 1 | 2 | 3 | 4 | 5 |

e. Other activities.
(Please elaborate.)_____

_____

_____

3. Did the EBCE activities occuring at your site follow the original understanding that you and the EBCE coordinator made at the outset.

YES_____ NO_____

Please elaborate on your answer._____

_____

_____

_____

4. Would you please tell us how satisfied you have been with the EBCE students regarding the following. (Please circle a number for each item.)

| | Always Satisfactory | | | | Never Satisfactory |
|---|---|---|---|---|---|
| a. Reliability in keeping commitments. | 1 | 2 | 3 | 4 | 5 |
| b. Student attendance. | 1 | 2 | 3 | 4 | 5 |
| c. Behavior at site. | 1 | 2 | 3 | 4 | 5 |
| d. Preparation before starting site experience. | 1 | 2 | 3 | 4 | 5 |
| e. Interest in site activities. | 1 | 2 | 3 | 4 | 5 |
| f. Other (please elaborate). | 1 | 2 | 3 | 4 | 5 |

_____

_____

_____

_____

5. Would you please tell us how satisfied you have been with the EBCE staff regarding the following. (Please circle a number for each item.)

| | Always Satisfactory | | | | Never Satisfactory |
|---|---|---|---|---|---|
| a. Their help in planning student site activities. | 1 | 2 | 3 | 4 | 5 |
| b. Their assisting with student problems. | 1 | 2 | 3 | 4 | 5 |
| c. Their reporting to you of student progress. | 1 | 2 | 3 | 4 | 5 |
| d. General information about the operations of the EBCE project. | 1 | 2 | 3 | 4 | 5 |
| e. Other (please elaborate). | 1 | 2 | 3 | 4 | 5 |

_____

_____

_____

6. To what extent did you have the following kinds of contact with EBCE staff during this past school year. (Please check one for each item.)

| | | | | |
|---|---|---|---|---|
| a. Visit by EBCE staff. | None___ | One to Three___ | Four to Six___ | Six or more___ |
| b. Telephone call by EBCE staff. | Not at All___ | Once a Quarter___ | Once a Month___ | Once a Week___ |
| c. Letters or other personal communication from EBCE staff. | None___ | One or Two___ | Three or Four___ | Five or More__ |
| d. Printed flyers or other informational material. | None___ | One or Two___ | Three or Four___ | Five or More__ |

7. According to your original expectations have the EBCE activities taken the amount of time you anticipated? (Please circle a number.)

A lot More 1 — 2 — 3 — 4 — 5 A lot Less

8. What importance do you place on the following reasons for site participation in EBCE? (Please circle a number for each item.)

| | Very Important | | | | Not Important |
|---|---|---|---|---|---|
| a. Providing new learning experiences. | 1 | 2 | 3 | 4 | 5 |
| b. Providing career information. | 1 | 2 | 3 | 4 | 5 |
| c. Helping students better comprehend the world of work. | 1 | 2 | 3 | 4 | 5 |
| d. Developing a school to work relationship. | 1 | 2 | 3 | 4 | 5 |
| e. Participating in a community program. | 1 | 2 | 3 | 4 | 5 |
| f. Increasing the community's awareness of my organization. | 1 | 2 | 3 | 4 | 5 |
| g. Providing a source of contact with potential employees. | 1 | 2 | 3 | 4 | 5 |
| h. Other (please elaborate) | 1 | 2 | 3 | 4 | 5 |

_____

_____

9. Taking into account your own EBCE experiences (weighting costs, benefits, time and other contributing factors) what are the feelings about having participated in the EBCE program. (Please circle a number for each item.)

| | Very Desirable Experience | | | | Very Undesirable Experience |
|---|---|---|---|---|---|
| a. By you | 1 | 2 | 3 | 4 | 5 |
| b. By your organization | 1 | 2 | 3 | 4 | 5 |
| c. By students | 1 | 2 | 3 | 4 | 5 |

10. At this point in time do you plan to continue to participate in the EBCE program? (Please check one.)

Yes_____ No_____ Unsure_____

11. Would you like to see your role in the program as one of the following? (Please check one.)

Increased_____ Decreased_____ Remain the Same_____

12. Would you kindly share with us what you perceive to be the EBCE program's:

| Weaknesses | Suggestions |
|---|---|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

| Strengths | |
|---|---|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

Fold Here

ATT: John Boulmetis

Curriculum Research and Development Center
Room 701 - Chafee Social Science Building
University of Rhode Island
Kingston, RI 02881

# APPENDIX C

## RECORD OF JOB SITE OBSERVATION

## RECORD OF OBSERVATION

SITE: _____ ADDRESS: _____

SITE COORDINATOR: _____ OBSERVER: _____ CLUSTER: _____

1. Students were under direction of a learning supervisor. Yes____ No____

   Comment: _____

2. Students were actively engaged in activities. Yes____ No____

   Comment: _____

3. Activities were rich in interest level. Yes____ No____

   Comment: _____

4. Activities provided meaningful facts, concepts or principles. Yes____ No____

   Comment: _____

5. Coordinators demonstrated awareness and organization of site activities. Yes____ No____

   Comment: _____

6. Employees observed generally appeared comfortable with students. Yes____ No____

   Comment: _____

7. Coordinator was available to provide program feedback. Yes____ No____

   Comment: _____

8. Site experience generally met exploration goals. Yes____ No____

   Comment: _____

EMPLOYERS COMMENTS: _____

OBSERVER'S COMMENTS: _____

# APPENDIX D

## EBCE STUDENT INTERVIEW SCHEDULE

EBCE Interview Schedule

1. Name _____ Grade _____

2. When did you enter the program? _____

3. What occupations were you interested in before participating in the program? _____

_____

_____

Now? _____

_____

_____

4. How well did you feel that you were prepared when you went to the job sites? _____

_____

5. How many different job sites did you visit? _____

6. What kinds of occupations did you observe? _____

_____

_____

7. How well prepared was the job site when you went?

_____

8. Which site did you feel was the best for what you were looking for? _____

Why? _____

_____

9. Which one was the worst? _____

Why? _____

_____

10. How ofter did you have individual counseling dealing with career information? _____

_____

11. How often did you have group counseling? _____

_____

12. Which was more valuable? _____

Why? _____

_____

13. Did you have any academic experience in school which was directly related to the EBCE program? _____

If yes, what? _____

_____

14. Were you able to see a direct connection between the job sites, counseling component, and academic component of program? _____

How? _____

_____

15. Did you feel that the information in-school in the EBCE program was realistic to what you observed at the job site? _____

If no, why not? _____

_____

If yes, how? _____

_____

16. What did you expect the program to be like?

_____

_____

_____

17. Was it what you expected? _____

If not, how was it different? _____

_____

_____

# APPENDIX E

## EBCE-RIDE COORDINATOR INTERVIEW

EBCE-RIDE - Coordinator Interview

DATE_____

EBCE Schedule Site_____

Counseling_____

ARC_____

Coordinator Name_____

Regular Role_____

General

Did you get memorandum from us? _____Yes _____No

If yes, did you have time to do brief summary requested?

Yes _____ May I have it please?

No _____ Can you send it to us?

Comments (We want it in writing if possible)_____

_____

Student

(1) Check summary -- it should include student requirements for each component!

(2) What determines student's grade?_____

_____

_____

What is the credit breakdown?_____

(3) At what point does responsibility of student leave you? (i.e., after they leave on bus)

_____

(4) What responsibilities do students have in school?_____

_____

for site?_____

_____

Do students have to call the school _____ or employer _____ if they are unable to go to job site?

(5) Do students follow-up after site experience with thank you letters to employers?

_____Yes _____No

(6) Do you have any students specializing? If yes, how does student's role change?

_____

_____

Do they help set up job site activities?_____

Do they set up a different job site schedule besides school times?

_____

(7) In the counseling component - are you using the RBS curriculum?

_____Yes _____No Why?_____

_____

Coordinator's Role

(1) Do you oversee all EBCE activities in the school?

(a) What is your role in counseling component?_____

_____

(b) What do interns do?_____

_____

(c) Do you supervise ARC?_____

_____

(d) What do you do in relation to job site (development, monitoring, personal contact, etc.)?

_____

_____

(2) How do you see the role of the Area Supervisor?_____

_____

What is your relationship/contact with Area Supervisor?_____

_____

(3) How do you see the role of Supervisor's Assistant role?_____

_____

What is your relationship/contact with Assistant?_____

_____

(4) What kinds of inservicing have you had?

Last year_____ RBS _____Yes _____No

This year_____ EBCE Course _____Yes _____No

(5) What kinds of training areas are you interested in, that would help you?

_____

_____

(6) Would you like to know more about the other EBCE models?

_____Yes _____No

(7) How do you perceive EBCE? (editorial)_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX F

EBCE GRADUATE COURSE PARTICIPANT SURVEY

# EBCE

## EXPERIENCE-BASED CAREER EDUCATION

GRADUATE COURSE PARTICIPANT SURVEY

Name_____

School_____

During the first semester of this school year you participated in a graduate level course which covered the basic concepts of career education and in particular the concepts of Experienced-Based Career Education. The people who conducted these courses need your perceptions to assist in planning the future of such courses in Rhode Island.

Would you please take a few minutes to fill out this survey. After completion please fold, staple and drop it in the mail. For your convenience the survey has been pre-addressed and stamped.

All information will be treated confidentially. Neither your name or school will be associated with your responses.

*Thank you in advance for your cooperation in this matter.*

1 - 3

Instructions

Please select a number which best indicates your response and place that number into the box at the far right. This process is to expedite keypunch of the surveys as are the numbers which appear next to the boxes.

Where written comments are requested, please feel free to use any of the white space available on the survey form if your responses require more than the given space.

Were you well aware of the objectives and goals of this course at the outset?

1. yes
2. no

4

Were the purposes of the in-class activities always clear to you?

1. yes
2. no

5

Were the purposes of the out-of-class activities clear to you?

1. yes
2. no

7

As a result of being in this Career Education course, how much did you learn about or improve on the following topics. (Please use the following scale.)

1. A great deal
2. Something
3. Very little
4. Nothing

| | | | |
|---|---|---|---|
| a. | What Career Education means | a. ☐ | 8 |
| b. | The component parts of the Far West EBCE Model | b. ☐ | 9 |
| c. | The component parts of the RBS-EBCE Model | c. ☐ | 10 |
| d. | The component parts of the Appalachian EBCE Model | d. ☐ | 11 |
| e. | The component parts of the North West EBCE Model | e. ☐ | 12 |
| f. | The component parts of the Rhode Island EBCE Model | f. ☐ | 13 |
| g. | How to conduct a job/resource site development | g. ☐ | 14 |
| h. | Self assessment techniques | h. ☐ | 15 |
| i. | How to establish and operate an Academic Resource Center | i. ☐ | 16 |
| j. | Other (please specify) _____ | j. ☐ | 17 |

_____

Were the methods of presentation effective?

1. yes
2. sometimes
3. no

☐ 18

*Please identify any methods you believe would have been more effective.

a. _____

b. _____

c. _____

Was the course instructor(s) adequately prepared?

1. well prepared
2. adequately prepared but lacking in some respect
3. poorly prepared

☐ 18

Do you feel that your instructor(s) possessed an adequate understanding of the way in which the EBCE project operates in Rhode Island schools?

1. yes
2. no

☐ 19

Did the content of the sessions meet your needs?

1. yes
2. some content did, some didn't
3. no

☐ 20

*Please identify any irrelevant topics.

a. _____

b. _____

c. _____

Do you feel that the instructor(s) spent a sufficient amount of time on the topics covered in class?

1. yes, sufficient time on all topics
2. yes, sufficient time on most topics
3. no, sufficient time on few topics
4. no, sufficient time on no subjects

☐ 21

Which of the topics would you have liked to be covered in more detail?

a. _____

b. _____

c. _____

Are there other topics you would have liked to discuss in addition or instead?

1. yes
2. no

☐ 22

*Please identify some of these topics.

a. _____

b. _____

c. _____

Having completed this course, do you feel adequately prepared to participate in an EBCE type project in your school?

1. yes, completely
2. yes, but with more training
3. no

☐ 23

Now that you have experienced this course, what do you think were its major strengths and weaknesses?

| Strengths | Suggestions |
| --- | --- |
| a. _____ | _____ |
| b. _____ | _____ |
| c. _____ | _____ |

| Weaknesses | Suggestions |
| --- | --- |
| a. _____ | _____ |
| b. _____ | _____ |
| c. _____ | _____ |

**CURRICULUM RESEARCH AND DEVELOPMENT CENTER**
UNIVERSITY OF RHODE ISLAND, KINGSTON, RHODE ISLAND 02881
Phone 792-2854 792-2424

*Thank you again for taking the time to complete this survey!!*

FOLD HERE

ATT: John Boulmetis

Curriculum Research and Development Center
Room 701 - Chafee Social Science Building
University of Rhode Island
Kingston, RI 02881

# APPENDIX G

## EBCE CLASS OBSERVATION SCHEDULE

## Observation Form for Career Education/Career Awareness Projects

Observer: _____ Date: _____

Observation Site: _____ Grade: _____

Time in: _____ Number of Students Observed: _____

Time out: _____ Number of Students Absent: _____

I. Record keeping function

A. Do they exist?

1. Student Diagnostic Records _____ out of _____ students
2. Remediation Records _____ out of _____ students

B. Are they being maintained?

1. Remediation Records _____ out of _____

II. Instruction

A. Individualization of Instruction

1. Amount of TIME teacher spent in large group activity _____ out of _____ minutes
2. Amount of time teacher spent with individuals _____ out of _____ minutes
3. Number of students working on self-contained units _____ out of _____ students
4. Number of students working on Career Ed projects _____ out of _____ students
5. Number of different approaches to different students _____ out of _____ students

II. Physical Facility:

A. Description

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. Adquate space | YES | NO | NA | 6. Chair for teacher | YES | NO | NA |
| 2. Blackboard | YES | NO | NA | 7. Desk for teacher | YES | NO | NA |
| 3. Usable shelves | YES | NO | NA | 8. Windows | YES | NO | NA |
| 4. Enough chairs for students | YES | NO | NA | 9. Adequate media | YES | NO | NA |
| | | | | 10. Adequate lighting | YES | NO | NA |
| 5. Enough desks for students | YES | NO | NA | 11. Student work area | YES | NO | NA |

B. Rating of Physical Facility

1. Poor (0-6) _____ 2. Good (7-9)_____ Excellent (10-11) _____

C. Is the room shared?

_____YES _____NO

With whom?_____

Is it a problem to share the room?_____

_____

_____

_____

IV. Activity Comments: